



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, October 13, 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/UC9Jtpte5dmilZl9kySBjVQ?> A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, October 13, 2014
6:30 PM

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

Meeting Details: Monday, October 13, 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. COMMITTEE/BOARD MEMBER ITEMS
- IV. STUDENT REPRESENTATIVE REPORTS
- V. SUPERINTENDENT'S REPORT
- VI. RECOGNIZE LOVE, INC.
- VII. SPECIAL REPORTS
 - VII.A. Innovation Grant Recipients

Corvallis School District

2014-15 Innovation Grant Recipients

Applications

PLC Members/School	Margie McShane, Jennifer Rodriguez – Adams
Approximate number of iPads being requested, grade level, and specific course(s) if applicable.	We would request 60 iPads for second grade. The iPads would mainly be used for math and reading, as well as for our intervention groups. It supports the RTI model. But of course other ideas will come up as we use them.
What excites you and/or your team about this opportunity?	The opportunity that excites us the most is the ability to individualize instruction for every child. We try to do this on a daily basis with open ended questions or challenge activities but it still doesn't meet the individual needs of every child. We currently teach a lesson based on the standards for our grade and then provide time for the students to work on that skill. We meet with the struggling math students in small groups and create something for the advanced students to do when they complete the assignment. This works to a certain extent. But several iPad apps or online subscription based websites track the students' individual growth and creates assignments based on their prior assessments.
Describe the strengths of your team when it comes to implementing best instructional practices with technology?	I feel that we have been current in the use of technology in the classroom. Margie has had an Interwrite (now a Smartboard) in her room for about nine years. Last year she purchased an iPad and an Apple TV for her room with classroom funds. She now has access to four iPads that she uses on a daily basis to work with small groups on math and reading activities. The downside of only having four is that it takes the entire day for all of the students to have an opportunity to work on the iPads and they are then missing other activities that are occurring in the classroom. Showbie has been used to two of the advanced math students.
Describe the needs of your team when it comes to implementing best instructional practices with technology?	We feel confident that we could implement iPads well in the classroom but would appreciate hearing what works well with other teachers. We found out about Raz Readers simply by having side conversations with Hoover staff members during a professional development day. It would be great to be able to watch teachers that have already had iPads for a year in their rooms.
Describe how you plan to use iPads in your classroom(s).	We initially plan to use them to individualize math and reading activities. We haven't yet tried iPads for writing. There is also an app called "News O Matic" that we currently show the class through the Apple TV. It is a daily social studies app that contains five interactive articles written for elementary students. The students could explore it more in depth at their own interest level. We plan to integrate the use of iPads into our current units of study using the SAMR model to enhance our teaching pedagogy.
How do you plan to use the iPads to raise the achievement levels of your students who struggle?	Certain programs that we have used such as Moby Math, Front Row, Lymboo, IXL, and Raz Readers all have the capability to individualize instruction. Moby Math has a Fact Master component that individually tracks growth in learning math facts. Front Row has the ability to generate printable worksheets based on the demonstrated math abilities of the students. Raz Readers are leveled and require proficiency in comprehension to move onto the next level. All of these programs allow us to progress monitor students regularly and we can use that data to inform our teaching decisions. Students performing below grade level can use the iPads for additional practice while proficient students can move on the new skills. ELL students will be able to work on basic language activities. We currently have zero materials to support ELL students. Teachers need to create or pull together activities to attempt to meet their needs. This does not allow for a continuum of instruction at their level. iPads would be very useful in meeting the needs of this population.
How do you plan to assess and evaluate the effectiveness of iPads in your classrooms?	We currently assess students in reading and math using the STAR assessment system as well as classroom assessments and running records. The fall STAR assessment can be considered a pretest of their skills with the common core standards. Those same systems would allow us to assess the effectiveness of the iPads. Do students progress more rapidly using iPads? Have their reading scores improved more than has traditionally happened. We can look at past years to see if there is a noticeable difference in skill development. Do the lower achieving students feel confident in their learning since it is at their level instead of always struggling to stay with the general population?
How do you plan to share the outcomes of effectiveness of iPads in your classroom?	At the building level, we have already shared some information on how to use iPads in the classroom. When we discover a new iPad app or online website we have been sharing the information with other teachers in the primary wing as well as the intermediate teachers when applicable. We would also be willing to meet with other second grade teachers to share what we have learned, are still struggling with, and great success stories. During school wide RTI meetings we would have discussions about how the programs are working and if they are meeting the needs of the students.
Please provide additional information that you feel will strengthen your application.	Byron Bethards is a supporter of us having the iPads. We are confident that he would assist us as needed to make the use of iPads in our classroom successful.

PLC Members/School	Angela Apple-McConahy, Sage Randklev – Wilson
Approximate number of iPads being requested, grade level, and specific course(s) if applicable.	60 iPads Third grade
What excites you and/or your team about this opportunity?	<p>Recently we used the collaboration grant to do a peer observation at a Mountain View 3rd grade classroom. We were interested in seeing how this 1:World school is implementing iPad use. As we watched, we were struck at how this technology could really be a game changer in education.</p> <p>Students were working on meaningful, focused academic tasks with their iPads while the teacher was able to meet with individual students as well as small groups. Kids were engaged and on-task because the learning was targeted just for them.</p> <p>We also observed the teacher using the iPads during a whole group math lesson. The students were able to demonstrate understanding using tools on the iPad, allowing the teacher to hold them accountable and the chance to check in with each child individually while not holding the others back.</p> <p>We both left Mountain View at the end of that morning excited about the possibilities!</p>
Describe the strengths of your team when it comes to implementing best instructional practices with technology?	<p>Our PLC team has been consistently interested in how technology can improve student achievement. We were the first at our school to create Smartboard lessons for the core academic subjects. Other teachers now use this method as well.</p> <p>This year our individual professional goal was to explore different apps that would be beneficial in the classroom for differentiation. We have since taken the opportunity to check out a set of iPads from our library to use during small groups and intervention and we are excited to be able to expand this use to a whole class environment.</p>
Describe the needs of your team when it comes to implementing best instructional practices with technology?	<p>As with all things, practice and exploration are so important in being able to find and efficiently use programs/apps/ tools on the iPads. We would benefit from training on these tools as well as time to collaborate with one another as well as other teachers using the iPads as a whole-class tool, both in-district and out.</p>
Describe how you plan to use iPads in your classroom(s).	<p>We can see the iPads being an integral part of daily instruction. Here are just some ways we are already anticipating being able to incorporate them and how a typical day might look.</p> <p style="text-align: center;"><u>A Day in the Life of our 3rd Grade</u></p> <p><u>Morning Routine</u> Students come in and get out their individual iPads to begin working on math facts practice using an app such as Flash to Pass, IXL skill builders, or the web-based reflexmath.com.</p> <p><u>Math</u> Kids who have demonstrated mastery of comparing fractions for example, are engaged independently working on their individual extension assignments through IXL, learnzillions, MobyMax, while we meet with the rest of the class to teach the core lesson. All students use Educreations as a white board to show their thinking. The teacher is able to circulate and discuss the problem-solving strategy and offer feedback. She also uses Airplay with Reflector so students can share and discuss their different strategies. At times, students answer clicker-response questions using the app Socrative. The teacher is able to see that the majority of the class is ready for independent practice and sends them off to work independently. She is then able to focus instruction further with the few remaining students. After reteaching and clarifying with this small group, she is able to extend the lesson for the group who has already mastered the core lesson.</p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> • The day's lesson is a close reading of the Three Little Pigs. Students access the digital text on Learnzillions and are able to work together to reread it in partnerships. • During small groups, students are meeting with an EA to do Word Work. They are able to practice their spelling words using Spelling City on the iPads. • While they meet with the teacher for focused small-group instruction, they work on fluency by creating a reader's theater adaptation using the app PuppetPals. They record their own voice reading the different parts and choose puppets to play those parts. • During their independent reading time, students are assigned levels in Raz-kids and while some

	<p>are listening to the story, others are reading it and others are taking a quiz.</p> <p>And this is all before lunch!</p>
<p>How do you plan to use the iPads to raise the achievement levels of your students who struggle?</p>	<p>As school wide Title 1, we have a high percentage of students in poverty who benefit from high engagement and multiple opportunities to practice skills which the iPads give.</p> <p>This year alone, between the two of us we have 17 students on IEPs. With this large number of students needing individual instructional goals, it is immediately apparent how useful a tool the iPads would have been this year. For example, I have been using a program called Reflexmath to practice math facts. Students on an IEP have made phenomenal growth using this program in just the short number of days they have used it. The problem is finding time to go to the computer lab to access it. Also, since not all kids need the same practice, it would be easier if they could stay in the classroom and do it at different times.</p> <p>There are a number of apps that would be useful to differentiate instruction for struggling readers: iPrompt (fluency), Bluster (comprehension), Word Bingo (sight words), Reading Remedies (decoding/word attack). These would also all help with our ELL learners.</p> <p>The iPads and apps would be a wonderful tool to help us differentiate and close the achievement gap.</p>
<p>How do you plan to assess and evaluate the effectiveness of iPads in your classrooms?</p>	<p>Along with the assessments students will be able to do on the iPads such as STAR, read naturally, and math facts so that we can monitor progress, we also plan to implement a pre- and post- survey about student engagement. We will survey students asking them how they feel about practicing math facts, rereading for fluency, etc. Then we will give a similar survey after iPads have been used for practice to see if feelings/motivation have changed. We also plan on keeping a personal reflection journal to detail our own experiences using the iPads with the whole class.</p>
<p>How do you plan to share the outcomes of effectiveness of iPads in your classroom?</p>	<p>During staff meetings we already have a built-in share out time about apps that are beneficial.</p> <p>We will also share out with parents in newsletters about apps that we are using in the classroom and ones they can also use at home to help close the achievement gap.</p> <p>We would be willing and excited to organize and host monthly meet-ups between other 3rd grade 1:World teachers to collaborate and share resources/information.</p>
<p>Please provide additional information that you feel will strengthen your application.</p>	<p>All intermediate teachers and the kindergarten team at our school are excited and hopeful to have this opportunity to use iPads to help differentiate instruction, enhance engagement, and improve student accountability during whole group instruction to close the achievement gap!</p>

PLC Members/School	Kathy Alexander, Savannah Battro, Bonni Villaman – Garfield
<p>Approximate number of iPads being requested, grade level, and specific course(s) if applicable.</p>	<p>90 iPads for approximately 30 students per 2nd grade class.</p>
<p>What excites you and/or your team about this opportunity?</p>	<p>We are excited about students receiving individualized instruction at their independent levels. We are excited about having the flexibility to differentiate and also having access to more resources that are not available because of limited funding, such as large classroom libraries, access to non-fiction resources, Spanish resources, and interactive math games. Our school has already provided the electronic reading and math programs (Raz Kids, IXL, and Orchard Math). However, we are not able to access it as well as we would like to due to the lack of computers in our classrooms, as well as very limited access to the computer lab due to testing. Lastly, having iPads will help to reduce the copying costs.</p>
<p>Describe the strengths of your team when it comes to implementing best instructional practices with technology?</p>	<p>One of our members, Savannah, has taken the initiative to pursue her masters in informational technology. She will be sharing her new knowledge of technology in the classroom and curriculum design with the other members. As a second grade team, we all have incorporated technology into our classrooms and lessons using the INTERWRITE board, the document camera, personal laptops and iPads, as well as a few student computers. As often as possible, our classes visit the computer lab, where students practice typing, interactive math games, and online reading programs.</p>
<p>Describe the needs of your</p>	<p>We are frustrated due to the lack of access to the computer lab and other forms of technology. Once</p>

<p>team when it comes to implementing best instructional practices with technology?</p>	<p>a week, for only thirty minutes, we go to the computer lab. The computer lab is available to second grade students from the end of September to the end of January. We have very few student computers in our classrooms (2-4) and poor Internet access. With this deficit, it makes it more challenging to meet the Common Core State Standards that require technology. In order to successfully implement iPads in the classroom, we will need the following:</p> <ul style="list-style-type: none"> • Teacher technology training • Assistance with iPad maintenance/storage • Improved Internet access • Consistent technology support • Extensive list of educational resources • Funding to purchase additional educational Apps/Programs
<p>Describe how you plan to use iPads in your classroom(s).</p>	<p>We plan to use the iPads in all academic subjects throughout the day. In math, we plan to use interactive games to practice: math facts, problem solving, number sense, geometry, telling time, using money etc. Also, having iPads will make the already purchased math programs, IXL and Orchard, much more accessible. In literacy, having the iPads will be a great asset to individualized reading levels. Furthermore, we plan to continue using the recently purchased reading program such as Raz Kids. Having the iPads will help us to achieve several of the Common Core Standards in writing, including typing and publishing final drafts.</p> <p>In addition, the iPads will be used for increasing student/teacher/parent communication, interactive student engagement, giving students immediate feedback, creating and analyzing formative assessment, and classroom management.</p>
<p>How do you plan to use the iPads to raise the achievement levels of your students who struggle?</p>	<p>As a large Title I school with 75% of students on free and reduced lunch, as well as a large ELL population, most of our students do not have adequate access to technology outside of school. Our students will benefit greatly to have equal access to technology.</p> <p>Due to our demographics, the one-to-one iPad Program will help us with differentiation and the flexibility for individualized instruction. Having iPads will help language learner's access material, curriculum, and appropriate leveled texts. This last school year, we have witnessed that all students, regardless of language or academic level were more engaged when technology was present.</p> <p>The iPads will help meet the needs of students individual learning styles. We believe by combining the above strategies and benefits students will significantly raise their achievement levels.</p>
<p>How do you plan to assess and evaluate the effectiveness of iPads in your classrooms?</p>	<p>Our STAR, EDL, and DRA growth data from this year will be compared to the coming 2014-2015 school year's data.</p>
<p>How do you plan to share the outcomes of effectiveness of iPads in your classroom?</p>	<p>We will discuss technology progress within our PLC groups and plan how to present this to our colleagues during staff meetings and voluntary meetings. We are willing to participate in district led staff development and share technology progress with the district personnel. District personnel and other colleagues would be welcome in our classrooms to view implementation of iPads.</p>
<p>Please provide additional information that you feel will strengthen your application.</p>	<p>We believe in light of social justice, our Garfield students, who are primary low income and English Language Learners, are in most need of this 1:1 technology to help bridge the achievement gap. Our workload in a Dual-Immersion, low income school, is extremely high and stressful. We believe that this technology will be a tremendous benefit to meet the demands and requirements on both our teachers and students.</p>

<p>PLC Members/School</p>	<p>Marilyn Polo, Rachel Frazier, Amelia Ingersoll – Lincoln</p>
<p>Approximate number of iPads being requested, grade level, and specific course(s) if applicable.</p>	<p>As of now, we are anticipating needing 44 iPads for the 4th grade, Dual Immersion strand at Lincoln Elementary. The English-only strand already has 1:1 iPads.</p>
<p>What excites you and/or your team about this opportunity?</p>	<p>While the iPad is an amazing tool regardless of the user, for the dual immersion classroom, the iPad holds the potential to drastically level the educational playing field between languages. Having 1:1 iPads in our dual language classrooms will allow children to access authentic, primary-sourced, Spanish-language texts that would otherwise be impossible to access. The classroom and school</p>

	libraries could automatically triple with a single swipe or click. Children would be able to have as a wide a breadth and depth of reading materials in Spanish as they already have in English. Not only would this raise the rigor of Spanish-language education, but differentiation could be easily implemented, supporting each student at his/her level of language learning. Moreover, as it stands, the cost for authentic, Spanish-language texts is almost double the cost of comparable English-language books. For example, a paperback chapter in English costs approximately \$6.99-\$7.99 per book. Comparable Spanish-language books begin at \$12.99 and average around \$14.99 per book. The cost savings having the iPads and online, e-book access is phenomenal.
Describe the strengths of your team when it comes to implementing best instructional practices with technology?	One of the advantages that our PLC has in implementing best instructional practices is that Amelia Ingersoll has already had one year of experience with 1:1 iPads. Amelia will be able to offer practical ideas that have been proven to be easy to implement and successful in the classroom. Her insight will be invaluable to our team and streamline the roll-out phase for our DLI classrooms.
Describe the needs of your team when it comes to implementing best instructional practices with technology?	Our PLC team will need training and support in learning how to incorporate the iPad as a learning tool to maximize its effectiveness. Both Marilyn and Rachel are excited to learn about all the exciting ways to use the iPads as learning tools.
Describe how you plan to use iPads in your classroom(s).	Some of the ways in which we plan to use iPads includes: <ol style="list-style-type: none"> 1. For literacy we plan to use Raz Kids and Reading A-Z. Both of these websites allow children to access on-level texts in both English and Spanish. 2. For language work, there are lots of web-based resources for fun word and grammar work. In particular for Spanish, iPads will allow children to access fun language activities based out of Latin America that authentic and meaningful. 3. For math, IXL, STmath, and numerous fun, math apps. 4. For writing, learning how to word process efficiently and effectively. This will streamline the entire writing process. Children will be able to access writing in a way that they find exciting and appealing, namely by using technology. 5. Students will learn how to use a variety of presentation apps and create and use multimedia in their learning. 6. Students will learn how to organize themselves and their work in the digital space and how this translates to organizing themselves and their work in the physical world.
How do you plan to use the iPads to raise the achievement levels of your students who struggle?	iPads offer the opportunity for true 1:1 differentiation for all subject matter, regardless of learning needs. STmath is great example. By presenting children with opportunities to learn that are not solely based on language, all types of learners are supported in accessing lesson content. Struggling readers will be supported by having direct access to audio books, dramatic representations of books, and multimedia literacy related activities via the web. For children who struggle physically with writing or the writing process, typing and word processing present writing in a more user-friendly and appealing manner while minimizing the extra burden of handwriting.
How do you plan to assess and evaluate the effectiveness of iPads in your classrooms?	Our school uses EDL and DRA as baseline and end-of-year data and STAR for progress monitoring. Having this information allows us to group children accordingly when using 1:1 literacy differentiating databases, such as RazKids. Lincoln also uses STAR Math data for baseline and progress monitoring. Having 1:1 iPads will teachers to customize children's use of web-based math learning tools to use in any given moment.
How do you plan to share the outcomes of effectiveness of iPads in your classroom?	Sharing information at Lincoln will be relatively easy. PLCs provide the perfect opportunity to share with grade level colleagues. Here we can reflect on iPad in-class use and determine best practices for instruction. Within the school, there are several systems already in place to communicate with the principal and the RTI intervention team on iPad use and effectiveness.
Please provide additional information that you feel will strengthen your application.	

PLC Members/School	Britten Clark-Huyck – CHS
Approximate number of iPads being requested, grade level, and specific course(s) if applicable.	I will be requesting approximately 115 iPads for 9th-12th graders to use in the courses that I teach. I will be teaching three courses next school year (2014-2015). These courses are Environmental Science, Botany, and a Basic Botany class for students on modified diplomas.
What excites you and/or	I am excited to have my students working 1:1 with the iPads next school year because it will help me

<p>your team about this opportunity?</p>	<p>reach the diverse learning needs of my students. As you will read below, I have a variety of different types of students in my classes. All of which have experienced some struggles in their educational experience. I am excited to have this opportunity to use this technology to further differentiate my instruction to meet their needs. One example, I have found that my students need different levels of text to help my science content come together for them. Additionally, with the onset of science teachers teaching to the Common Core Literacy Standards this further accentuates the need to differentiate in the science classroom.</p> <p>Second, yet equally important, secondary science teacher are teaching to the Next Generation Science Standards as of this school year. These standards are wonderful in that they expect students to be analyzing data, developing scientific models, and constructing arguments based on evidence. It is a joy to teach with these expectations in mind because not only does it encourage my students to think deeper about the content it also is more reflective of how scientist work in the world. With that being said, this opportunity to go 1:1 in my classroom is exciting because it will REALLY help my students access all the wonderful climate data that is out there. As it is now I provide them with the data but these experiences could be enriched with greater access.</p>
<p>Describe the strengths of your team when it comes to implementing best instructional practices with technology?</p>	<p>I am continually striving to use instructional practices that will bring my level of instruction to a place that will help me be most effective in the classroom. I work hard to make my student learning objectives explicit and I am constantly eliciting and interpreting my student's thinking. We work a lot in small group settings to encourage confidence in them sharing out their ideas. Having all my students sharing their ideas out, saving their ideas, annotating their individualized text, bookmarking pieces evidence, citing hyperlinks to support their claims all come quickly to mind when thinking of how I can augment the instructional practices already in place in my classroom with technology.</p>
<p>Describe the needs of your team when it comes to implementing best instructional practices with technology?</p>	<p>Since I am a team of one, I would very much like to be a part of continuing professional development to support my growth as an educator facilitating my student's understandings of the earth and life science standards.</p> <p>Educating myself through meaningful and targeted professional development will make all the difference in rolling this out next year. I then could share my knowledge with others.</p>
<p>Describe how you plan to use iPads in your classroom(s).</p>	<p>The iPads will be part of our daily classroom routine. I will tailor lessons to individual student needs- targeting specific challenges in my classroom right now (for example- differentiating the text and accessing real data to support evidence based conclusions which is required by our new science standards). I plan on spending a great deal of time helping my student's digital organizational skills which is only going to help them in this digital age. I use the Google platform all throughout my own classroom preparation- Presentations, Drive, Sites, Plus, Calendar etc. I would like to help my students set their iPads up to have all these things at their fingertips in a "bookshelf" on their iPad. I hope to help them set up Google accounts to have a calendar that they can write due dates and quiz dates. More importantly, show them how to set up reminders. So there will be this whole additional layer on top of the science content that my students will be learning. There will be this technology piece as well. I think this is a huge step towards closing the achievement gap. By no means do I intend on giving them all iPads and leaving it at that. All my students will leave my classroom more technologically literate in addition to understanding the complexities of our natural world.</p>
<p>How do you plan to use the iPads to raise the achievement levels of your students who struggle?</p>	<p>Helping my students to become technologically literate (acquiring more skills) to be more competitive in the workforce once they leave high school is one strand of my agenda. This school year I currently have 51 students on IEPs (out of 110). Of these 51 students most are struggling with reading and writing skills in some form. Approximately 15 have an additional layer of complexity being an English language learner. We work a lot in small groups because they seem to absorb the instruction better in these small group settings. I envision targeting specific needs and by placing the iPad in their hands there will automatically be 100's of resources (translators, images, text) available to my students. I feel that this is where my professional development as a teacher will become really beneficial. I want to learn and I want to know resources to use in my classroom on these devices to better help my students. I am sure I will spend a greater part of this summer researching various applications that would work best.</p>
<p>How do you plan to assess and evaluate the effectiveness of iPads in your classrooms?</p>	<p>I will be teaching new courses next year so I there will not be current data to compare next year's cohort to. I could have a look at more general trends between the two years. I could compile data from three tiers of students from this year. Say... English language learners, IEP students (this could easily be further broken down), and all others and see if there was more "academic growth" next year as compared to this year. That is just an idea to compare this year to next year.</p> <p>As far as growth just within next year (2014-2015) that is easy. I could have a pre-assessment at the start of the year evaluating various technological skills and then have a post assessment in June of</p>

	2015 to see the growth over the school year. That would be some very interesting data to look at.
How do you plan to share the outcomes of effectiveness of iPads in your classroom?	I would be more than willing to share the measures that I choose to assess next year for technological growth (1:1 iPad use in the science classroom). I would create these measures this summer and share with my department (or even the staff at CHS) at the start of the school year. Then it would be a good idea to give them a mid-year report on what I have found to be effective and also what I discovered to be problematic with using iPads 1:1 in the science classroom. That mid-year report should contain strategies for overcoming the difficulties. Then at the end of the 2013-2014 school year a full report could be given to my department/ staff/ or even to the school board if needed as to how things went and what should happen next from a teacher in trenches perspective.
Please provide additional information that you feel will strengthen your application.	I really feel it should be emphasized and understood that I work with high needs students at CHS. I work with many students who struggle academically and also behaviorally. I love my job because I get to help these kids feel successful in a learning environment that traditionally a feeling of success has been hit or miss for the most part. I get the sense that school has been difficult and fraught with challenges for my kids. Turing my classroom into a 1:1 science classroom could be a model for how to touch this population of students. I feel we are sometimes trapped into thinking that a "hands on" approach to science is only digging in soil, planting plants, and constructing cold frames to ensure a plant's success. But "hands on" learning is more than that. By placing an iPad into all of my student's hands and given the proper instruction and guidance from me we are transforming our expectations of these students. They will feel my trust and faith in them to succeed in a science classroom that will encourage them to dive deep into The Next Generation Science Standards.



Corvallis

SCHOOL DISTRICT

VII.B. Muddy Creek Charter School Annual Report



Muddy Creek Charter School

Annual Report 2013-2014

The Muddy Creek Charter School Vision and Mission

Vision:

Muddy Creek Charter School is a rural public school dedicated to the integration of an outstanding academic program with its community – the land and its people. We offer a joyful and creative educational experience where engaged students practice the skills they will need to be effective citizens and stewards in the future. Muddy Creek Charter School will serve as a model for preserving schools in rural communities.

Mission:

Muddy Creek Charter School was founded to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based, integrated arts and science curriculum grounded in its rural agricultural setting; and commitment to community service. Diverse learning styles will be fostered. MCCS will be supported in its efforts by forging and maintaining partnerships with local landowners and agencies, OSU researchers and the community at large. Our success will be our children. The students of MCCS will not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as demonstrated by portfolios of high quality projects, and they will be well prepared to transition into other schools for their continued education.

Description

Muddy Creek Charter School (MCCS) this past year was made up of a half time kindergarten class, two 1-2 classes, a 3/4 class and a 4-5 class. This 2012/2013 school year was our first to have all classes with only two grade levels (we have had two 1/2/3 classes in the past). We also had four assistants to support literacy and math instruction in the morning. Our partnership with the Corvallis Arts Center has led to adding an art integration specialist to the MCCS staff. This person integrates the arts into all aspects of Muddy Creek curriculum. Other staff include a testing specialist, a PE teacher, a bookkeeper, a head teacher, a counselor, and an administrative assistant. We use a cleaning service to maintain the building. As a community outreach, we also house an afternoon childcare program. Some positions are combined so that we can offer something closer to a full time job for our staff.

Academic Performance

Compared to all schools in Oregon, Muddy Creek is a level 4 school. This score is calculated using academic achievement, academic growth, and subgroup growth. Muddy Creek is so small we do not achieve a subgroup score as it would compromise the privacy of individual students. We do have a score for students in special education. This score shows us our special ed students' progress.

Compared to schools with similar student demographics Muddy Creek is above average, which is in the top third of the comparison schools.

Our Academic Achievement score in reading was level 4

Our Academic Achievement score in math was level 4.

The Academic Growth score for reading was level 4.

And the Academic Growth score for math was level 5.

Again, there was no score for Subgroup Growth.

Comparing 2012/13 with 2013/14

School: Inavale Community Partners dba Muddy Creek Charter

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs

Level Reading	Math
Level 5 87.2 & above	82.3 & above
Level 4 72.0 to 87.1	69.0 to 82.2
Level 3 58.8 to 71.9	49.2 to 68.9
Level 2 49.6 to 58.7	39.3 to 49.1
Level 1 Less than 49.6	Less than 39.3

Reading

	Level	2012-13 Tests	% Met	2013-14 Tests	% Met	Combined % Met
All Students	Level 4	40	75.0	39	84.6	79.7
White:	Level 4	34	79.4	36	83.3	81.4
Special Ed	Not Rated	5	40.0	9	55.6	50.0

Math

	Level	2012-13		2013-14		Combined Tests
		Tests	%Met	Tests	% Met	
All Students	Level 4	40	70.0	39	87.2	78.5
White ¹	Level 5	34	76.5	36	88.9	82.9
Special Ed	Not Rated	5	40.0	9	66.7	57.1

Academic Growth

The growth model looks at a student's growth as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile which represents "typical" growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have On Track growth:

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading	4	21	45.0	21	67.0	55.5	21.5	Yes
White Disabilities	Not rated	5	23.0	5	26.0	24.0	49.0	N/A
Math	5	21	49.5	21	74.0	64.0	31.5	Yes
White Disabilities	Not Rated	5	21.0	5	72.0	58.5	56.0	N/A

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating
* Fewer than 6 students with growth percentiles.

100% of all students participated in the State testing.

Results of Parent Survey

Winter 2013/14

On a scale of one to five with 5 being most satisfied

How important is:

parent results are:

Overall satisfaction 4.1

small country school 3.9

School Climate 4.2

small class size 4.9

Academic Program 3.8

lots of outdoor leaning 4.2

Communication 3.9

high State test scores 2.9

Outdoor Education 4.3

Art 4.5

Student Behavior 3.7

Music 4.1

Your child's relationships

Science 4.6

With peers 4.2

Math 4.6

With adults 4.3

Reading 4.5

Reading 4.2

multi-age classes 3.2

Math 4.0

child loves learning 4.9

Science 4.2

LIFESKILLS 4.5

Writing 3.8

Are students academically challenged? 3.8

Are the needs of students struggling academically being met? 3.7

Muddy Creek Charter School Students' Middle School Performance

Grades 6,7,8 GPA 3.03 Attendance Average 97%

Discipline Referrals 6 out of 23 all but one minor

Oaks Math 3 did not meet, 5met, and 5 exceeded

Oaks Reading 3 did not meet, 10 met

Financial Performance

Muddy Creek has no debt. .

We maintain 10% of ADMw income as a carryover hedge in case of emergency or unforeseen developments.

We project student enrollment accurately.

Every quarter we conduct an internal audit, and each summer we use the District's audit firm to conduct our official audit required by the State.

Organizational Performance

Inavale Community Partners (MCCS Board)was comprised of 3 board members in 2012/13, but improved to 7 board members in 2013/14.

The MCCS Board reviewed, edited, researched and wrote over sixty policies and procedures.

MCCS staff are now connected to "Safe Schools", an on-line training system by our insurance group for training regarding reporting child abuse, sexual harassment, student rights, etc.

We manage our gifted students through the use of open-ended differentiated instruction, but we lack a well-articulated ELL program.

Special education is handled by the District, but we provide staffing support every day.

A bus is provided from Philomath and Corvallis to and from the school each day.

Insurance is maintained for the school building, staff, and Board.

Building Maintenance

A cleaning company cleans and sanitizes the building every school day.

A new roof was installed on the gym this summer.

Two classrooms were renovated with new flooring and painting.

The boiler has been decommissioned. The building is heated and cooled by heat pumps.

Two of the five classrooms in the older part of the building had the asbestos removed before new flooring was installed.

Fund raisers have provided a running track, and three new structures of play equipment.



Corvallis

SCHOOL DISTRICT

VII.C. Technology Update

**Corvallis School District
Summary of Tablet Location
October 2014**

Location	Staff	Student	AVID	LRC/Title	LS/Homecourt	Cart
Adams	21	91		9		
Garfield	24	104		11		40
Harding	4			1		
Hoover	31			7	10	
Jefferson	26	60			17	62
Lincoln	27	131		17		10
Mt. View	11	349		3		12
Wilson	19	76		10		
Franklin	21	192		15		22
Cheldelin	45	572		2		
Linus Pauling	42	704			16	
CHS	74	27	90	6	16	40
CVHS	60	33	50		1	188
DO	51	50		11 Aut		
CIMC	1					
Board	3					
SLP	7	14				
iPad	38					
No assign	193	aptrack	w/innovation			

Totals 698 2403 140 81 60 374 **3756**



Corvallis

SCHOOL DISTRICT

VII.D. Summer School Update

VIII. ADOPT ACHIEVEMENT COMPACT

Corvallis SD 509J Achievement Compact
2014-2015

College and Career Ready: Are students completing high school ready for college or career?										
	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr. Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	67.5%	47.0%	71.9%	54.3%	NA	NA	77.0%	64.0%		
5-Year Completion Rate	86.8%	77.8%	NA	NA	90.0%	81.0%				
3+ College Level Courses	NA	NA	NA	NA	NA	NA	30.0%	30.0%		
Post-Secondary Enrollment	71.9%	52.0%	NA	NA	NA	NA	77.0%	62.0%		

Progression: Are students making sufficient progress toward college and career readiness?										
	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kinder Assessment Participation	NA	NA	NA	NA	99.5%	99.2%	95.0%	95.0%		
3rd Grade Reading Proficiency	86.4%	75.8%	81.2%	67.6%	77.6%	62.2%	89.0%	73.0%		
5th Grade Math Proficiency	74.4%	58.0%	73.0%	56.9%	71.7%	53.2%	78.0%	62.0%		
6th Grade Not Chronically Absent	89.2%	83.3%	87.9%	82.8%	88.5%	85.2%	92.0%	88.0%		
8th Grade Math Proficiency	77.9%	59.9%	72.2%	52.8%	74.1%	52.7%	79.0%	58.0%		
9th Grade On Track to Graduate	NA	NA	NA	NA	85.0%	72.8%	88.0%	78.0%		
9th Grade Not Chronically Absent	77.9%	68.1%	79.3%	68.1%	83.7%	78.0%	87.0%	81.0%		

Equity: Are students succeeding across all buildings and populations?					
	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)
Priority & Focus Schools (Includes schools with lowest overall rating on Oregon Report Card)	NA		0	0	

Local Priorities: What other measures reflect key priorities in the district? (Optional, up to 3)										
	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
9th Grade Algebra Completion										
8th Grade Writing Proficiency										
5th Year Running Start Participants										

Investment: What is the public investment in the district? (Does not include capital investments)				
	2012-13 (Actual)	2013-14 (Budgeted)	2014-15 (Budgeted)	2014-15 QEM calculation of district share
Formula Revenue	\$45,089,937	\$49,007,129	\$51,579,811	\$61,942,304
Local Revenue (Not passed through formula)			\$8,810,245	
Federal Revenue			\$5,589,187	
State Grants (Not passed through formula)			\$450,000	

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

Corvallis SD 509J Achievement Compact
2014-2015

Equity: Are students succeeding across all buildings and populations?

2008-09 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	45.7%	32.4%	31.5%	36.4%	55.9%	25.0%	100.0%	57.1%	87.6%
5-Year Completion Rate	77.4%	64.0%	75.0%	80.0%	74.5%	66.7%	100.0%	94.4%	97.5%
3+ College Level Courses									
Post-Secondary Enrollment	47.0%	53.8%	36.4%	66.7%	48.7%	50.0%	75.0%	93.8%	89.8%

2011-12 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	72.7%	60.0%	68.1%	85.7%	63.2%	66.7%	100.0%	100.0%	97.6%
5th Grade Math Proficiency	54.7%	47.7%	41.1%	80.0%	59.7%	16.7%	100.0%	86.7%	100.0%
6th Grade Not Chronically Absent	82.0%	89.4%	79.0%	80.0%	85.5%		100.0%	97.1%	89.1%
8th Grade Math Proficiency	55.5%	50.0%	37.9%	60.0%	68.5%	50.0%	75.0%	91.7%	98.1%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	63.5%	51.9%	65.8%	92.3%	64.5%	33.3%	100.0%	100.0%	87.8%

2009-10 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	53.3%	38.5%	33.3%	44.4%	51.5%	33.3%	50.0%	85.7%	88.8%
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2012-13 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	64.4%	46.8%	57.6%	100.0%	52.7%	66.7%	100.0%	100.0%	100.0%
5th Grade Math Proficiency	54.8%	43.6%	41.5%	50.0%	52.6%	25.0%	0.0%	87.5%	98.6%
6th Grade Not Chronically Absent	81.6%	93.3%	80.4%	80.0%	91.8%	100.0%		100.0%	93.8%
8th Grade Math Proficiency	53.3%	33.3%	38.2%	37.5%	43.4%	50.0%	40.0%	83.3%	100.0%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	62.8%	90.9%	65.0%	85.7%	74.6%	33.3%	75.0%	97.3%	91.3%

**Corvallis SD 509J Achievement Compact
2014-2015**

2010-11 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate	80.0%	68.0%	79.0%	83.0%	78.0%	72.0%	95.0%	95.0%	95.0%
3+ College Level Courses									
Post-Secondary Enrollment									

2013-14 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	98.9%	100.0%	97.8%	100.0%	100.0%	100.0%	100.0%	100.0%	
3rd Grade Reading Proficiency	57.1%	40.0%	52.2%	66.7%	47.4%	50.0%	33.3%	82.6%	90.9%
5th Grade Math Proficiency	50.3%	37.3%	42.4%	40.0%	45.3%	25.0%	75.0%	95.0%	98.3%
6th Grade Not Chronically Absent	83.1%	84.2%	89.8%	100.0%	92.2%	100.0%	100.0%	95.2%	93.8%
8th Grade Math Proficiency	51.7%	57.1%	34.3%	0.0%	60.0%	50.0%	75.0%	89.3%	100.0%
9th Grade On Track to Graduate	66.7%	55.6%	75.0%	66.7%	71.9%	33.3%	66.7%	93.8%	93.2%
9th Grade Not Chronically Absent	74.4%	75.0%	81.9%	55.6%	84.2%	33.3%	66.7%	97.0%	91.4%

2011-12 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	58.0%	49.0%	43.0%	54.0%	63.0%	43.0%	95.0%	89.0%	92.0%
5-Year Completion Rate									
3+ College Level Courses	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	50.0%	50.0%
Post-Secondary Enrollment	57.0%	59.0%	46.0%	72.0%	59.0%	60.0%	78.0%	95.0%	93.0%

2014-15 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
3rd Grade Reading Proficiency	67.0%	50.0%	57.0%	72.0%	57.0%	60.0%	43.0%	88.0%	94.0%
5th Grade Math Proficiency	60.0%	47.0%	52.0%	50.0%	55.0%	50.0%	78.0%	95.0%	95.0%
6th Grade Not Chronically Absent	86.0%	87.0%	93.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
8th Grade Math Proficiency	57.0%	60.0%	44.0%	50.0%	65.0%	60.0%	78.0%	92.0%	95.0%
9th Grade On Track to Graduate	72.0%	66.0%	80.0%	72.0%	77.0%	43.0%	72.0%	95.0%	95.0%
9th Grade Not Chronically Absent	79.0%	80.0%	85.0%	66.0%	87.0%	43.0%	72.0%	95.0%	95.0%

Corvallis SD 509J Achievement Compact
2014-2015

2014-15 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2017-18 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent									

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

Achievement Compact 2014

Corvallis School District 509J

How were goals determined?

- Reviewed results from the previous two years
 - Baseline was the HIGHER of the two years
- Goals were set according to The Leadership and Learning Centre guidelines, If student performance is in the:

1st & 2nd quartile the percentage increase should be at least 10%

3rd quartile – 5%

Top quartile – 3%

Graduation (Class of 2013 & 2014)

- 5-Year Completion
 - All Students Goal: 86% MET 86.8%
 - Disadvantaged Goal: 79% DNM 77.8% (3.8% Increase)
 - Subgroups that **MET** Goal Target
 - Economically Disadvantaged
 - Black
 - Hispanic
 - American Indian / Alaska Native
 - Pacific Islander
 - Asian
 - TAG

Graduation (Class of 2013 & 2014)

- 4-Year Cohort
 - We do not yet have graduation numbers for the class of 2014. Note: Goals were set prior to recently changed Oregon Graduation metrics.

- Class of 2013
 - Subgroups did not meet goal, but improved
 - Economically Disadvantaged - +7%
 - LEP - +7%
 - Black - +8%
 - American Indian/Alaska Native - +8%
 - Asian - +29%

Successes

- Kindergarten Readiness Participation
 - GOAL: >95% MET
 - Disadvantaged Goal: >95% MET

- 9th Grade Not Chronically Absent
 - Goal: 81% MET (84%)
 - Disadvantage Goal: 73% MET (78%)

- Post-Secondary Enrollment
 - LEP Goal: 48% MET (54%)

Successes in Subgroups

- 6th Grade Not Chronically Absent
 - Students with Disabilities – MET
 - Black – MET
- 8th Grade Math Proficiency
 - LEP – (27% to 57%)
 - Hispanic Origin (43% to 60%)
- 9th Grade Not Chronically Absent
 - Economically Disadvantaged – 58% to 74%
 - Students with Disabilities – 60% to 82%
 - Hispanic Origin – 68% to 84%

Areas to Grow

- 3rd Grade Reading Proficiency
 - Focus on subgroups
- 5th Grade Math Proficiency
 - Focus on subgroups
- 8th Grade Math Proficiency
 - Focus on subgroups
- 9th Grade Credits Earned – Subgroups
- Post Secondary Enrollment - Subgroups

Questions



Corvallis

SCHOOL DISTRICT

IX. STAFF AND PUBLIC TESTIMONY - (20 minutes)

Please note: To indicate your desire to testify, complete a request card at the meeting and turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.

Corvallis School District 509J

How to Provide Input to the School Board

Effective 10-08-14

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

Page 2

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, which 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.

Corvallis School District

How to Provide Input to the School Board

Page 3

- 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:

Vincent Adams	541-738-4324 or 541-240-4055
Judy Ball	541-758-1671 or 240-997-1222
Beth Heaney	541-738-0918
Bill Kemper	541-754-0943 or 541-740-0728
Felicia Reid-Metoyer	541-250-0352
Chris Rochester	541-224-1880
Tom Sauret	541-758-2244



Corvallis

SCHOOL DISTRICT

- X. CONSOLIDATED ACTION
 - X.A. Minutes
 - X.A.1. August 18, 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 6:34 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Chris Rochester, Chair Tom Sauret, Vice Chair Vincent Adams Judy Ball Bill Kemper Anne Schuster</p> <p><u>BOARD MEMBERS EXCUSED</u> Lisa Corrigan</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Finance and Operations Director</p>
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE – Chair Rochester led the group in the Pledge of Allegiance.

Chair Rochester announced that staff had pulled Board Policy KBA from the Consolidated Information agenda so that the policy work group can finalize the language.

III. COMMITTEE/BOARD MEMBER ITEMS – Board members shared highlights of their recent activities. Chair Corrigan received thanks for her participation with the City of Corvallis’ housing survey.

A. Recognize Outgoing Chair

Thanks and appreciation were expressed to former Chair Sauret.

B. Declare Vacant Positions on the Board

Chair Rochester announced that Directors Schuster and Corrigan are going to resign from the Board effective at the end of the September 22, 2014 board meeting. Chair Rochester praised

Directors Corrigan and Schuster for their superb and tireless service, noting that Director Schuster had held the position of Chair for four consecutive years – an amazing accomplishment. Vice Chair Sauret echoed Chair Rochester's sentiments and said his vote to accept the resignations would be done very reluctantly because he will really miss the two directors.

MOTION #1:

It was moved by Vice Chair Sauret and seconded by Director Kemper to accept the resignations of Directors Corrigan and Schuster, and to declare positions #3 and #6 vacant. The motion was voted on and passed unanimously.

C. Adopt Process for Interim Board Member Selection

The Board had received the proposed process under separate cover prior to the meeting.

MOTION #2:

It was moved by Director Ball and seconded by Director Adams to adopt the selection process that was received under separate cover prior to the meeting. The motion was voted on and passed unanimously.

IV. SUPERINTENDENT'S REPORT – Dr. Prince offered highlights from the work done by District staff over the summer to prepare for the return of students and staff.

A. Leadership Team Retreat

Dr. Prince reported on the two days that the District's Leadership Team spent immersed in conversations around equity for all students, after they read *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*.

Her comments included:

- For the past few years, we have focused greatly on equitable practices that will help close our opportunity gap for students of color, students with disabilities, students where English is a second language, and students of poverty.
- We have challenged the status quo by researching and implementing best practices in instructional strategies.
- It is time to take a deeper dive and explore our own personal belief systems and challenge any of our district's intentional and unintentional inequitable practices that have become barriers to student success, especially for students who are under-represented.
- Leaders will be engaging staff in our equity work and we will be developing a District transformational equity plan that will support our parents and families.
- This is the right work and the right focus to infiltrate everything we do as educators.

Dr. Prince closed her presentation by reading the following quote from Rick Lavoie: "Fair doesn't mean giving every child the same thing, it means giving every child what they need."

V. STAFF AND PUBLIC TESTIMONY – No one testified.**VI. SPECIAL REPORTS****A. District Nurses**

Assistant Superintendent Bogatin introduced District Nurses Denise Diller and Patricia Pokrzywa. He noted that they are called “district nurses” rather than “school nurses” due to Oregon Teacher Standards and Practices Commission rules. The Board had received the 2013-14 District Nurses report under separate cover. Board members asked clarifying questions.

Information conveyed by Ms. Diller, Ms. Pokrzywa and Mr. Bogatin in response included:

- The School Nurses Association has a recommended level of staffing to be reached by 2020, which takes into consideration that the population of children with medical needs is increasing.
- Last year we took the step of hiring district nurses because we recognized the growing needs of our student population. We have a wide range of students with pretty severe issues.
- The nurses had a steep learning curve last year because their backgrounds were not in school nursing.
- Currently, we are staffed at a minimum level and would benefit from some additional staffing.
- Regarding mental health issues, we have a very collaborative relationship with the counselors; however, our job is to identify and refer students.
- We are very confident in the quality of care provided by the school staff that we train, although last year we struggled with getting school staff to call us for assistance.
- We’re getting better at training all of our target audience.

Mr. Bogatin recognized parent volunteer Denise Cardinali, opining that the District wouldn’t be where it is now without Ms. Cardinali walking side by side with us.

Mr. Bogatin expressed thanks to Ms. Diller and Ms. Pokrzywa for learning so much this past year and for taking it all in stride.

B. Food Service

Finance and Operations Director Nielsen introduced Food and Nutrition Services Manager Sharon Gibson, who provided information about the district’s food service program.

Ms. Gibson’s comments included:

- Sixteen sites throughout Corvallis and Philomath participated in the summer meals program, which began the day after school ended and will continue until school starts.
- We will be starting a new online payment system for school lunches this year; parents may make payments to their students’ accounts and check balances from home.

- We serve “Breakfast in the Classroom” (BIC) in our schools that have a high percentage of students participating in the Free & Reduced Price Meals program.
- BIC students who don’t have access to regular meals.
- BIC involves putting the breakfast food directly in the classroom to make it accessible to the students who might not be able to get to school early enough to eat in the cafeteria.
- We contract to provide: supper at the Boys & Girls Club of Corvallis; breakfast, lunch and snacks to OSU daycare; and, meals to Grace Center adult day services.
- The Farm to School program has been very successful and received a \$65,000 grant. We are reimbursed for local products purchased, and we just bought \$12,000 of local berries.
- One challenge for the Food and Nutrition Services Department is to change the perception that eating in the cafeteria is not cool, and that our meals are not healthy.
- The new meal plan has been a challenge, especially at the high school level, where we’ve had to downsize the portions. And there’s a lot of waste because kids are required to take ½ cup of fruits and veggies.
- The requirement from the Federal Smart Snacks In School program limits the hot items that we can provide a la carte.

Ms. Gibson invited Board members to attend the upcoming Food Service Rally, which will include a keynote address from a motivational speaker and a culinary demonstration from our partners at the OSU Culinary Institute.

Director Ball recalled an evening in which parents were invited to see exactly what was served in schools and to experience the quality. She said that Food Service staff did a marvelous job in presenting and conversing with attendees. She added that the experience gave objective evidence to counter when kids say “the food was awful”; it proved that in fact it wasn’t. In response to a question from Director Ball regarding whether or not the event would be held again, Ms. Gibson said she is unsure at this point because there wasn’t a lot of parent participation the first time. She added that the event had been held at Adams Elementary School simply due to adequate parking; however, if the event is held this year, it would be held at Corvallis High School, where the central kitchen is housed.

Vice Chair Sauret asked Ms. Gibson her feelings about the quality of the facilities and equipment that Food Service has to do its work, and what needs exist. Ms. Gibson said that staff currently has the tools they need, adding that she secured a grant to purchase a three-door refrigerator and freezer unit for Garfield Elementary School. She noted that the cast iron stoves in the schools are heavy but functional, however, they might someday be items for replacement.

C. Summer Facilities Update

Dr. Prince shared a video she created of the summer maintenance projects underway throughout the district. Facilities and Maintenance Supervisor Kim Patten and Finance and Operations Director Steve Nielsen provided highlights about summer facilities projects. Some of their comments included:

- We prioritize our summer work on projects that will make the most difference for students and that will maintain the investment in our buildings.

- We are focusing on infrastructure for CHS, CV and Franklin.
- Excise tax funds will be used for the projects which qualify under the law, which include capital projects and technology infrastructure.
- Most of the projects were in the facilities assessment report done earlier in the year, and a lot of them were already on the radar of district staff.
- The Facilities and Maintenance Department provides bark mulch for those schools that organize volunteer days.
- Regarding transportation:
 - Bus drivers are being trained in Positive Behavior Support and are working on end of the day dismissal systems.
 - Last year, we implemented a successful lanyard system for every kindergartener; this year, every K-5 student who's new to any route will wear a lanyard that is color coded to help sort by classroom, etc.

Vice Chair Sauret said it's stunning how much work maintenance staff gets done over the summer; he would like for our community to know just how much work is being done and that it is why our facilities keep on serving a purpose for so many years.

Chair Rochester commented that all of the special reports given tonight share a common thread: the work is extremely complex but not all that visible to the community.

D. Technology Update

Technology Services Manager Rob Singleton provided an update regarding technology infrastructure, summer projects and staffing, and he responded to board member questions. Mr. Bogatin provided a brief update on the Superintendent's Technology Advisory Committee, noting that work is underway to set up the first meeting. Dr. Prince praised Mr. Singleton and his staff for the incredibly organized and very systematic deployment process they had created. She added that materials for parents and handbooks are being prepared, which should make it a little bit easier for parent and student technology boot camps.

Some of the points made during the presentation included:

- Technology staff have worked very closely with facilities staff this summer to install over 200 new access points. It was a big help to have assistance from facilities so that technology staff could remain full time on the computer work.
- We limited our infrastructure upgrades to the schools implementing 1:World.
- We changed our mobile device management (MDM) system to Casper. Last year we used AppTrack but it was not quite to the level that we needed in order to respond in an agile way to schools' needs.
- We can host the Casper server in our own server room. This means that every time an iPad needs to communicate with the MDM, it doesn't need to go out over the Internet, it will communicate directly with our server; that will relieve a lot of our broadband needs.
- Today was the kickoff for the 1:World security audit, which will include penetration testing and the review of our policies regarding technology implementation, the information we're giving out to our parents re: security and management, etc.

- After completion, the vendor will help us find solutions to any issues.
- On top of all this additional work, technology staff are continuing to service over 1,000 computers throughout the district.
- Today was the first day of our 1:World Academy. It's very fun but very exhausting. We're happy to be able to host it ourselves; we can tailor the training to what our staff needs.
- Regarding staffing in the Technology Services Department:
 - We have five technicians, two system administrators, and one administrative support person.
 - We have some great Single Points of Contact (SPOCs) in the buildings, who can be the first level support for their staff and students.
- Regarding problems with district list servs:
 - The issue wasn't so much with the list servs, it was with external emails that were outside of the district.
 - We had issues at the end of July and found that there was a network appliance at Linn Benton Lincoln Education Service District (LBL ESD) that had been upgraded; it was subsequently fixed.
 - The list serv problem was also an email problem because all of our email goes through LBL ESD before going out.
 - The problem had been isolated to a specific system at LBL ESD that wasn't working as successfully as they had hoped. It's now been remedied.
 - All of the list serv messages that were sent finally went through. We know this because our list servs send confirmations to the operations assistants (OAs) when their emails are sent.
- A total of 4,500 iPads will be out in buildings by September.
- We've been buying the iPad 4, which is priced at the same level that the iPad 2s had been.
- We have 3-5 iPads per grade level ready for the arrival of new students.
- We have provisioned 10 iPads in the libraries as loaners when repairs are needed.
- Regarding the overall reduction in the use of paper:
 - The district is paying really close attention to Smarter Balanced.
 - There is no urgency to do away with computer labs until we make sure we have the capacity for Smarter Balanced.
 - An ongoing project for our Student Services and Technology Services Departments is how to respond for Smarter Balanced.
 - Although I have not kept anything quantifiable, my experience in meetings at the district office level is that paper usage has been reduced.
 - Staff is now using apps such as Showbie, and is posting PDFs instead of creating hard copies.
 - We can begin to track data regarding copier usage.

Vice Chair Sauret said he wants to ensure that students receive all of the tools they need to be successful with Smarter Balanced. Chair Rochester noted that it may seem paradoxical that we need to keep older equipment in order to respond to a new system; the last thing we want to do is inadvertently or unintentionally create another obstacle.

VII. CONSOLIDATED ACTION**MOTION #3:**

It was moved by Director Schuster and seconded by Vice Chair Sauret to approve the Consolidated Action items. The motion was voted on and passed unanimously.

The following items were approved.

A. Minutes – June 23, 2014.

B. Licensed Personnel Recommendations

Recommendation to Hire

- Jill Clarno: Second Grade Teacher, 1.0 FTE, Hoover Elementary School, effective August 27, 2014 (Probationary).
- Cristina Fast: Humanities Teacher, 1.0 FTE, Cheldelin Middle School, effective August 27, 2014 (Temporary).
- Nelson Goranson: Social Studies Teacher, 1.0 FTE, Corvallis High School, effective August 27, 2014 (Probationary).
- April Larson: Math Teacher, 0.67 FTE, Cheldelin Middle School, effective August 27, 2014 (Temporary).
- Stephanie Nelson: Kindergarten Teacher, 1.0 FTE, Garfield Elementary School, effective August 27, 2014 (Probationary).
- Susannah Omundson: Bilingual Teacher, 1.0 FTE, Lincoln and Garfield Elementary Schools, effective August 27, 2014 (Temporary).
- Amanda Rosenfelt: ELL Teacher, 0.67 FTE, Garfield Elementary School, effective August 27, 2014 (Probationary).
- Kathleen Smith: Orchestra and Band Teacher, 1.0 FTE, Linus Pauling and Cheldelin Middle Schools, effective August 27, 2014 (Probationary).
- Hayden Sweet: Language Arts Teacher, 0.83 FTE, Linus Pauling Middle School, effective August 27, 2014 (Temporary).
- Aimee Viramontes: Fifth Grade Teacher, 1.0 FTE, Hoover Elementary School, effective August 27, 2014 (Probationary).

Termination/Resignation/Layoff

- Janet Boley: Business Education Teacher, 0.09 FTE, Corvallis High School, effective August 27, 2014 (Layoff).
- Jeanette Cunningham: Fourth/Fifth Grade Teacher, 1.0, Garfield Elementary School, effective June 30, 2014 (Resignation).
- Kathi Holvey: Teacher on Special Assignment, 1.0 FTE, District Office, effective July 28, 2014 (Resignation).
- Kacey Kintscher: First Grade Teacher, 1.0 FTE, Hoover Elementary School, effective June 30, 2014 (Resignation).
- Zachary Lauritzen: Social Studies Teacher, 0.50 FTE, Corvallis High School, effective June 30, 2014 (Resignation).
- Miriam Meza: Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation).
- Jonathan Opfer: Fourth Grade Teacher, 1.0 FTE, Hoover Elementary School, effective August 5, 2014 (Resignation).
- Douglas Rossetter: Special Education Teacher/Intervention Specialist, 1.0 FTE, Garfield Elementary School, effective June 30, 2014 (Resignation).
- Melissa Tofell: Teacher, 1.0 FTE, Jefferson Elementary School, effective June 30, 2014 (Resignation).
- Lauren Tuey: Kindergarten Teacher, 1.0 FTE, Mt. View Elementary School, effective June 30, 2014 (Resignation).

Voluntary Reduction

- Marcia Stevens: Band Teacher, 1.0 FTE, Corvallis High and Linus Pauling Middle School; voluntary reduction to 0.67 FTE at Corvallis High School.

C. Ratify the 2014-15 Actions Taken by the Board on 06/23/14**D. Board Policies** (All are Filed as Supplemental Item #VII-1 of the Official 2014-15 Board Minutes.)

- AC—Nondiscrimination—Revised—Second Reading
- GCL—Staff Development—Licensed—Revised—Second Reading
- JF/JFA—Student Rights and Responsibilities—Revised—Second Reading
- JFC/JG—Student Conduct and Discipline—Revised—Second Reading
- JFCJ—Weapons in the Schools—Revised—Second Reading
- JGAB—Use of Restraint and Seclusion—Revised—Second Reading

VIII. CONSOLIDATED INFORMATION**A. Non-Licensed Personnel Information**Recommendation to Hire

- Rebecca Brown: Administrative Assistant 2, 6 hrs, District Office, effective July 28, 2014 (Probationary).
- Ashley DiGiovannangelo: Food Service Assistant, 4 hrs, Cheldelin Middle School, effective September 3, 2014 (Probationary).
- Tod Eisenbrandt: Maintenance 1 Lead, 8 hrs, Corvallis High School, effective July 25, 2014 (Probationary).
- Sarah Farrell: Educational Assistant 2/LRC, 3 hrs, Cheldelin Middle School, effective August 27, 2014 (Probationary).
- Angela Greensweight: Info Services Tech Support 2, 8 hrs, District Office, effective July 23, 2014 (Probationary).
- Ruth Heninger: Educational Assistant 2, 6.5 hrs, Garfield Elementary School, effective August 27, 2014 (Regular).
- Leslie Hudson: Administrative Assistant 1, 6 hrs, Franklin School, effective August 13, 2014 (Probationary).
- Christine Koegler: Library Media Assistant, 4 hrs, Wilson Elementary School, effective August 27, 2014 (Probationary).
- Susie Routes: Administrative Assistant 1, 6 hrs, Cheldelin Middle School, effective August 27, 2014 (Probationary).
- Lynn Roylance: Educational Assistant 2, 4 hrs, Adams Elementary School, effective August 27, 2014 (Probationary).

Termination/Resignation/Layoff/Retirement

- Deborah Albin: Food Service Specialist, 7.25 hrs, Garfield Elementary School, effective August 1, 2014 (Retirement).
- Kirsten Asbury: Educational Assistant 2/LRC, 6 hrs, Lincoln Elementary School, effective June 30, 2014 (Resignation).
- Timothy Emery: Maintenance 1, 8 hrs, Corvallis High School, effective July 11, 2014 (Resignation).
- Joanne Gibson: Educational Assistant 2, 7 hrs, Jefferson Elementary School, effective August 31, 2014 (Retirement).
- Seon Kim: Educational Assistant 2, 7.5 hrs, Cheldelin Middle and Wilson Elementary Schools, effective July 23, 2014 (Resignation).
- Christie Seits: Food Service Assistant, 6.75 hrs, Central Kitchen and Corvallis High School, effective July 15, 2014 (Resignation).

- Cara Takamori, Educational Assistant 2, 4 hrs, Adams Elementary School, effective June 6, 2014 (Retirement).
- Steven Torrence: Educational Assistant 2, 6.5 hrs, Crescent Valley High School, effective August 3, 2014 (Resignation).

Voluntary Reduction

- Laurie Schrock: Kitchen Manager, 8 hrs, Corvallis High School; voluntary reduction to 7 hrs, effective September 2, 2014.

B. Board Policies and Administrative Regulations

- Administrative Regulation JGAB-AR—Use of Restraint and Seclusion—Revised—For Information
- Board Policy BBFA—Board Member Ethics and Conflicts of Interest—Revised—First Reading
- Board Policy BBFB—Board Member Ethics and Nepotism—Revised—First Reading
- Board Policy GBC—Staff Ethics—Revised—First Reading
- Administrative Regulation GBC-AR—Staff Ethics—New—For Information
- Board Policy INDB—Flag Displays and Salutes—Revision—First Reading
- Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—Revised—For Information
- Board Policy KBA—Public Records—Revised—First Reading. Note: this item was pulled from the agenda at the start of the meeting.

IX. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 8:28 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

X.A.2. September 22, 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 6:32 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Chris Rochester, Chair Tom Sauret, Vice Chair Vincent Adams Judy Ball Lisa Corrigan Bill Kemper Anne Schuster</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Steve Nielsen, Finance and Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Rina Shirai, College Hill Avery Allen, CHS Marc Wettengel, CHS Galen Chan, CVHS Katie Kearns, CVHS</p>
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A quorum was present and due notice had been published.

- II. PLEDGE OF ALLEGIANCE** – Chair Rochester led the group in the Pledge of Allegiance.
- III. COMMITTEE/BOARD MEMBER ITEMS** – Board members shared highlights of their recent activities.
- IV. INTRODUCE 2014-15 STUDENT REPRESENTATIVES** – The new student representatives were introduced and welcomed.
- V. SUPERINTENDENT'S REPORT** – Dr. Prince offered highlights from the past month and provided information regarding current and future initiatives.
- VI. RATIFY CONTRACT WITH CEA (Corvallis Education Association)** (Filed as Supplemental Item #III-1 of the Official 2014-15 Board Minutes.)

MOTION #4:

It was moved by Director Corrigan and seconded by Vice Chair Sauret to ratify the contract with CEA. The motion was voted on and passed unanimously.

VII. SPECIAL REPORTS**A. Enrollment Update**

Finance and Operations Director Steve Nielsen presented a PowerPoint with information regarding enrollment history 2004-2014; elementary and secondary enrollment as of September 18, 2014; and, elementary average student to teacher ratios. (Filed as Supplemental Item #III-2 of the Official 2014-15 Board Minutes.)

VIII. HONOR DEPARTING BOARD MEMBERS – Directors Corrigan and Schuster were honored for their dedicated years of service.

IX. INTERIM BOARD MEMBER SELECTION**A. Applicant Presentations**

There were 12 applicants for the two interim board member positions: Katherine Bremser, Zel Brook, David Coulombe, Sebastian de Assis, Adam Ghozeil, Beth Heaney, Al Hutchinson, Jim McCullough, Felicia Reid-Metoyer, Lynn Russell, Hal Salwasser, and Janine Trempy. Each applicant had five minutes to present answers to questions they had received prior to the meeting.

B. Board Deliberation and Vote

Chair Rochester noted that by law the board must deliberate and vote in the public meeting. Board members spent time narrowing their selections until three candidates remained for consideration. Board members asked questions and each of the three finalists answered each question. Board members held their final discussion regarding the merits of the applicants.

MOTION #5:

It was moved by Director Corrigan and seconded by Director Adams that Beth Heaney be appointed to vacant position #3 of the Corvallis School District Board of Directors, effective after the end of the September 22, 2014 meeting. The motion was voted on and passed unanimously.

MOTION #6:

It was moved by Vice Chair Sauret and seconded by Director Adams that Felicia Reid-Metoyer be appointed to vacant position #6 of the Corvallis School District Board of Directors, effective after the end of the September 22, 2014 meeting. The motion was voted on and passed unanimously.

X. STAFF AND PUBLIC TESTIMONY – No one testified.

XI. CONSOLIDATED ACTION**MOTION #7:**

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

The following items were approved.

A. Licensed Personnel Recommendations**Recommendation to Hire**

- Michael Baker: Fourth Grade Teacher, 1.0 FTE, Hoover Elementary School, effective August 27, 2014 (Probationary).
- Kelli Boom: Family and Consumer Studies/Health/Physical Education Teacher, 0.75 FTE, Corvallis High School, effective August 27, 2014 (Temporary).
- Casi Carpenter: Kindergarten Teacher, 0.50 FTE, Hoover Elementary School, effective August 27, 2014 (Temporary).
- Alicia Faulkner: Bilingual Kindergarten Teacher, 1.0 FTE, Garfield Elementary School, effective August 27, 2014 (Temporary).
- Isabel Garcia Canovas: Bilingual Third Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective September 15, 2014 (Temporary).
- Shirley Irwin: Special Education Teacher, 0.25 FTE, Muddy Creek Charter School, effective September 15, 2014 (Temporary).
- Sherry Kocher: Speech Language Pathologist, 1.0 FTE, District Office, effective September 1, 2014 (Temporary).
- Susana Kummerow: Special Education Teacher, 0.50 FTE, Garfield Elementary School, effective September 16, 2014 (Temporary).
- Lynn Nichols: Intervention Specialist, 0.50 FTE, Garfield Elementary School, effective August 27, 2014 (Temporary).
- Elizabeth Phillips: Music Teacher, 0.10 FTE, Adams Elementary School, effective September 3, 2014 (Temporary).
- Anne Renaud: Fourth Grade Teacher, 1.0 FTE, Adams Elementary School, effective August 27, 2014 (Temporary).
- Caroline Sherry: Intervention Specialist, 0.50 FTE, Garfield Elementary School, effective August 27, 2014 (Temporary).
- Raychel Thomas: First Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective August 27, 2014 (Temporary).
- Amanda Tucksen: Kindergarten Teacher, 1.0 FTE, Adams Elementary School, effective August 27, 2014 (Temporary).
- Kelly Wollemann: Kindergarten Teacher, 1.0 FTE, Mt. View Elementary School, effective August 27, 2014 (Probationary).

Termination/Resignation/Layoff

- Denise Gorthy: Elementary Principal, 1.0 FTE, Wilson Elementary School, effective December 31, 2014 (Retirement).
- Sherry Kocher: Speech Language Pathologist, 1.0 FTE, District Office, effective August 31, 2014 (Retirement).

B. Board Policies (All are Filed as Supplemental Item #VII-2 of the Official 2014-15 Board Minutes.)

- BBFA—Board Member Ethics and Conflicts of Interest—Revised—Second Reading
- BBFB—Board Member Ethics and Nepotism—Revised—Second Reading
- GBC—Staff Ethics—Revised—Second Reading
- INDB—Flag Displays and Salutes—Revision—Second Reading

C. Agreement With The Hello Foundation For Speech Language Pathologists for 2014-15
(Filed as Supplemental Item #I-1 of the Official 2014-15 Board Minutes.)

XII. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire

- Terri Atkinson: Educational Assistant 2, 6.5 hrs, Crescent Valley High School, effective August 27, 2014 (Limited Term).
- Melissa Bernstein: Educational Assistant 2, 3 hrs, Crescent Valley High School, effective September 8, 2014 (Probationary).
- Erin Conner: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective September 11, 2014 (Probationary).
- Benjamin Deardurff: Technology Computer Lab Assistant 2/Administrative Assistant 1, 5 hrs, Wilson Elementary School, effective August 27, 2014 (Probationary).
- Caroline Flamez: Food Service Assistant, 1.75 hrs, Crescent Valley High School, effective August 26, 2014 (Probationary).
- Matt Francis: Food Service Assistant, 6 hrs, Cheldelin Middle School and Central Kitchen, effective August 26, 2014 (Probationary).
- Kyle Higgins: Technology Computer Lab Assistant 2, 6.5 hrs, Corvallis High School, effective August 27, 2014 (Probationary).
- Nicholas Jones: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective August 27, 2014 (Probationary).
- Susan Kearns: Educational Assistant 2, 7.5 hrs, Crescent Valley High School, effective August 27, 2014 (Probationary).
- Debra Kuo: Educational Assistant 2, 4.5 hrs, Jefferson Elementary School, effective September 18, 2014 (Limited Term).
- Edward McCann: Educational Assistant 2/Bilingual and Library Media Assistant 2, 4 hrs, Garfield Elementary School, effective August 27, 2014 (Probationary).
- Kristen McKee: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School, effective August 27, 2014 (Probationary).
- Ashley Paige: Educational Assistant 2, 4 hrs, Cheldelin Middle School, effective September 18, 2014 (Limited Term).
- Barbara Perry: Food Service Specialist/Food Service Assistant, 6.25 hrs, Adams Elementary School and Central Kitchen, effective August 26, 2014 (Probationary).
- Sarah Peterson: Food Service Assistant, 5.25 hrs, Linus Pauling Middle School, effective August 26, 2014 (Probationary).
- Liana Ruiz: Educational Assistant 2, 5 hrs, Wilson Elementary School, effective August 27, 2014 (Probationary).
- Steven Simpson: Educational Assistant 2, 5.5 hrs, Linus Pauling Middle School, effective August 27, 2014 (Probationary).
- Christine Stillger: Library Media Assistant 1, 3.5 hrs, Corvallis High School, effective September 2, 2014 (Probationary).

- Luann Vitello: Educational Assistant 2, 3.5 hrs, Wilson Elementary School, effective August 27, 2014 (Probationary).
- Brock Wild: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective August 27, 2014 (Probationary).
- Jonathan Wolfe: Educational Assistant 2/Bilingual and Technology Computer Lab Assistant 2, 6 hrs, Garfield Elementary School, effective September 2, 2014 (Probationary).

Termination/Resignation/Layoff/Retirement

- Shari Blain: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective August 25, 2014 (Resignation).
- Scott Fischer: Warehouse Delivery, 7.5 hrs, District Office, effective September 30, 2014 (Retirement).
- Lewis Fitzgerald: Lead Baker, 8 hrs, Central Kitchen, effective September 2, 2014 (Resignation).
- Timberlee Harris: Food Service Specialist/Food Service Assistant, 6.25 hrs, Adams Elementary School and Central Kitchen, effective August 20, 2014 (Resignation).
- Julie Joaquin: Food Service Assistant, 1.75 hrs, Crescent Valley High School, effective August 19, 2014 (Resignation).
- Jennifer Kelley: Administrative Assistant 1, 3 hrs, Linus Pauling Middle School, effective September 26, 2014 (Resignation).
- Susana Kummerow: Educational Assistant 2/Administrative Assistant 1, 6.5 hrs, Garfield Elementary School, effective September 15, 2014 (Resignation).
- Robert Parrott: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective September 30, 2014 (Resignation).
- Evan Riley: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective August 26, 2014 (Resignation).
- Cynthia Schwanke: Food Service Assistant, 4.75 hrs, Linus Pauling Middle School, effective August 15, 2014 (Resignation).

Voluntary Reduction

- Angela Barton: Food Service Assistant, 4 hrs, Crescent Valley High School; voluntary reduction to 2 hrs, effective August 27, 2014.

B. Board Policies and Administrative Regulations

- Board Policy KBA—Public Records—Revised—First Reading
- Administrative Regulation KBA-AR—Public Records—Revised—For Information
- Board Policy EBCB—Emergency Drills—Revised—First Reading
- Board Policy GBN/JBA—Sexual Harassment—Revised—First Reading
- Board Policy JBA/GBN—Sexual Harassment—Revised—First Reading
- Board Policy GBNA—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Revised—First Reading
- Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Revised—For Information
- Administrative Regulation—GCBDA/GDBDA-AR(1)—Federal Family and Medical Leave/ Oregon Family Leave—Revised—For Information
- Administrative Regulation—GCBDA/GDBDA-AR(2)—Request for Family and Medical Leave—Revised—For Information
- Administrative Regulation—GCBDA/GDBDA-AR(4)—FMLA/OFLA Eligibility Notice to Employee—Revised—For Information
- Administrative Regulation GCDA/GDDA-AR—Criminal Records Checks/Fingerprinting—Revised—For Information
- Board Policy ECG—Motor Vehicle Idling—New—First Reading
- Administrative Regulation ECG-AR—Motor Vehicle Idling—New—For Information
- Administrative Regulation—KL-AR—Public Complaint Procedure—Revised—For Information

C. Unaudited Financial Statements – July 31, 2014 and August 31, 2014 (Filed as Supplemental Item #VI-1 of the Official 2014-15 Board Minutes.)

XIII. ADMINISTER OATH OF OFFICE TO INTERIM BOARD MEMBERS – Chair Rochester administered the Oath of Office to newly-appointed board members Beth Heaney and Felicia Reid-Metoyer. Their duties became effective after the end of this meeting.

XIV. ADJOURNMENT

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

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

X.B. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed personnel recommendations

a. Recommendation to Hire:

Josh Armentano: Applied Technology Teacher, 0.33 FTE, Crescent Valley High School, effective September 24, 2014 (Temporary).

Jamie Jones: Special Education Teacher, 0.50 FTE, Crescent Valley High School, effective September 24, 2014 (Temporary).

Steven Kunke: Assistant Principal, 1.0 FTE, Corvallis High School, effective October 12, 2014 (Temporary).

Patricia Monson: Elementary Principal, 1.0 FTE, Wilson Elementary School, effective September 29, 2014 (Temporary).

Lisa Rogers: Spanish Teacher, 0.50 FTE, Corvallis High School, effective September 25, 2014 (Temporary).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

X.C. Substitute Teacher Per Diem Rate

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT: Substitute Teacher Per Diem Rate

Issue: The Human Resources office maintains a list of persons qualified to act as substitute teachers. Minimum salary set by the Department of Education for a long term substitute rate after the tenth day is 1/190th of our district's base salary schedule. The salary schedule has changed with the approval of the new certified contract in September 2014; therefore the long term rate should be updated to \$191.95 per day.

Recommendation: Follow the directive of the Department of Education.

Consequences: Not fixing our substitute teacher pay rate as directed by the Department of Education puts the district out of compliance.

ACTION REQUESTED: Setting the substitute teacher rate of pay as directed by the Department of Education.

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

X.D. Board Policy KBA—Public Records—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT: Board Policy KBA—Public Records—Revised—Second Reading

Issue: Electronic e-mail addresses in possession or custody of a school district are exempt from required disclosure under public records law. This exemption does not apply to electronic mail addresses assigned by the district to district employees for use in ordinary course of employment. Additional language was added regarding fees to be charged that will reasonably reimburse the district for the actual cost of providing copies of public records.

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Current policy will remain outdated.

Cost Impact: None

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Kevin Bogatin, Julie Catala, Kerry Richey

Public Records**

“Public Record” means any information that is:

1. Prepared, owned, used, or retained by the district;
2. Related to an activity, transaction, or function of the district; and
3. Necessary to satisfy the fiscal, legal, administrative, or historical policies, requirements, or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The Board's official minutes, its written policies, and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in an appropriate format upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials, or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.

If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available.

If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275(5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth, and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt. Additionally, the district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

Upon receipt of a request, the district will respond as soon as practicable and without reasonable delay. The response must acknowledge the receipt of the request and one of the following:

1. A statement that the district does not possess, or is not the custodian of, the public record.
2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505.
3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided, and an estimate of the fees that the requester must pay as a condition of receiving the public records.
4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time.
5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable.
6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.

The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.

~~The Board reserves the right to establish a fee schedule which~~

Fees will be charged that will reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities. Individuals may request a waiver or reduction in fees for public records.

Requests for copies of documents shall be in writing and will be presented to the superintendent's office.

The district shall retain and maintain its public records in accordance with OAR 166, Division 400.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC RECORD AND MEETINGS MANUAL.

Americans with Disabilities Act Amendments Act of 2008.



Corvallis

SCHOOL DISTRICT

X.E. Board Policy EBCB—Emergency Drills—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT: Board Policy EBCB—Emergency Drills—Revised—Second Reading

Issue: The law now requires drills and instruction on “safety threats” in addition to the emergency drills schools are required to conduct; at least two safety threat drills are required each school year. We have also updated the policy to change “duck, cover, and hold” to “drop, cover, and hold on.”

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None.

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Steve Nielsen, Karen Selander, Kerry Richey

Emergency Drills

Each building will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes. All schools are required to instruct and drill students on emergency procedures so that students can may respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats.

Drills for students and instruction on fires, earthquakes, and safety threats shall be conducted for at least 30 minutes each school month. Fire drills will be conducted monthly and at least two drills on earthquakes and two drills on safety threats shall be conducted each year.

Fire Emergencies

Drills and instructions on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover, and hold on” during the earthquake.

~~methods of “duck, cover, and hold” during the earthquake. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.~~

~~Each school will conduct fire drills monthly and earthquake drills at least twice per year. Instruction on fire and earthquake dangers and on drill procedures for students shall be conducted for at least 30 minutes each school month.~~

Safety Threats

Drills and instruction on safety threats shall include appropriate actions to take when there is a threat to safety, such as shelter-in-place, lockout, and/or lockdown procedures or other procedures appropriate to the safety threats.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures.

Employees are under the direction of their supervisors.

END OF POLICY

Legal Reference(s):

[ORS 336.071](#)

[ORS 479.140](#)

~~[OAR 437-002-0180 to 0182](#)~~

~~[OAR 581-022-1420](#)~~

Cross Reference(s):

Policy EBCD—Emergency Closures

Policy GBE—Staff Health and Safety



Corvallis

SCHOOL DISTRICT

X.F. Board Policy ECG—Motor Vehicle Idling—New—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT: Board Policy ECG—Motor Vehicle Idling—New—Second Reading

Issue: The Board recognizes that it can play an important role in reducing the environmental pollutants and fostering the health and well-being of students and staff of the district. Therefore, a goal of the Board is to eliminate unnecessary idling by ensuring that this practice is minimized in all aspects of motor vehicle operation on district property, school buses, and by operators of district owned vehicles. Board policy ECG Motor Vehicle Idling has been drafted for that purpose.

Options Considered: Not adopting the policy.

Involvement: District office staff.

Consequences: Airborne pollutants on district property may not be reduced.

Cost Impact: Minimal.

ACTION REQUESTED: Adopting the policy.

CONTACT PERSON(S): Kevin Bogatin, John Meyer, Kim Patten, Kerry Richey

Motor Vehicle Idling

The Board recognizes that it can play an important role in reducing environmental pollutants and fostering the health and well-being of students and staff of the district.

Vehicle exhaust is the source of almost half of all toxic air pollutants in Oregon.¹ Studies have shown that idling vehicles significantly decrease air quality not only within and around vehicles, but also in nearby buildings.² Vehicles idling on school property (e.g. during pick-up and drop-off) emit toxins harmful to human health.³ Chemicals in vehicle exhaust can worsen asthma symptoms and contribute to other breathing problems⁴ (asthma is the most common non-communicable disease among children and affects more than 30 million adults in the U.S.⁵). Exposure to these chemicals also increases the risk of death from cardiovascular disease, lung disease, and cancer.⁶ Furthermore, idling vehicles waste energy while contributing to smog and global warming.

Therefore, a goal of the Board is to eliminate unnecessary idling by ensuring that this practice is minimized in all aspects of motor vehicle operation on district property, school buses, and by operators of district owned vehicles.

The superintendent shall develop administrative regulations consistent with this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107

Consolidated Appropriations Act, 2005, Pub. L. No. 108-447, 118 Stat. 2809

¹Oregon DEQ—"Idling Fact Sheet" (<http://www.deq.state.or.us/aq/factsheets/10nwr004.pdf>)

²Oregon Environmental Council—"Idling Fact Sheet"
(<http://www.oeonline.org/resources/publications/kitsandtipsarchive/antiidlingkit-web>)

³U.S. Environmental Protection Agency—"Mobile Source Air Toxics" (<http://www.epa.gov/otaq/toxics.htm>)

⁴Environment & Human Health, Inc.—"The Harmful Effects of Vehicle Exhaust"
(<http://www.ehhi.org/reports/exhaust/exhaust06.pdf>)

⁵World Health Organization—"Asthma Fact Sheet" (<http://www.who.int/mediacentre/factsheets/fs307/en/>)

⁶Many sources summarized in "The Harmful Effects of Vehicle Exhaust" (see footnote 4)



Corvallis

SCHOOL DISTRICT

X.G. Board Policy GBN/JBA—Sexual Harassment—Revised—Second
Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR ACTION

SUBJECT:

Board Policy GBN/JBA—Sexual Harassment—Revised—Second Reading
Board Policy JBA/GBN—Sexual Harassment—Revised—Second Reading
Board Policy GBNA—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—
Revised—Second Reading

Issue: The recommended change to board policies GBN/JBA (and JBA/GBN)—Sexual Harassment is to clarify the standard for measuring the impact of off-duty conduct. The recommended changes to policy GBNA—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Staff is to clarify the recipients of prohibited conduct.

Options Considered: Not revising the policies.

Involvement: District office staff.

Consequences: Policies will remain outdated.

Cost Impact: None

ACTION REQUESTED: Adopting the revised policies.

CONTACT PERSON(S): Kevin Bogatin, Jennifer Duvall, Kerry Richey

Sexual Harassment

Sexual harassment is prohibited and shall not be tolerated in the district. This includes sexual harassment of students, ~~or~~ staff, or third parties by other students, staff, Board members, or third parties.

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

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

Sexual harassment of students and staff shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct or communication is made either explicitly or implicitly a term or condition of a student's education or participation in district programs or activities or as a condition of employment for staff;
2. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting a student or employment or assignment of staff;
3. The conduct or communication has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job;
4. The conduct or communication has the effect of creating an intimidating, offensive, or hostile educational or working environment;
5. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits.

Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the

complainant; whether the alleged harasser was in a position of power over the student or staff member subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying, e-mailing, or distributing of sexually explicit drawings, pictures, and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity, or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student also may report concerns to a teacher, counselor, or district nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation, and if appropriate, that remedial action has been taken. ~~when the investigation is concluded.~~

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action be taken by the district to stop the sexual harassment, prevent its recurrence, and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

The district may report individuals in violation of this policy to law enforcement officials. Licensed staff and those participating in practicum programs as specified by Oregon Administrative Rules, shall be reported to the Teacher Standards and Practices Commission (TSPC).

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff, and students; and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses, or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students,

parents of students and staff in student/parent and staff handbooks. The district's policy shall be posted in all schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

The superintendent will establish a process of reporting incidents of sexual harassment.

~~All staff, students, and third parties shall be subject to this policy.~~

END OF POLICY

Legal References:

[ORS 243.706](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

~~Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).~~

~~Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).~~

~~Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).~~

Cross Reference(s):

Policy GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing—Staff

Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Staff

Policy JFCF—Hazing/Harassment/Intimidation/Bullying/Menacing—Student

Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Student

Administrative Regulation JFCM-AR—Violence and Threats of Violence



Corvallis

SCHOOL DISTRICT

X.H. Board Policy JBA/GBN—Sexual Harassment—Revised—Second
Reading

Sexual Harassment

Sexual harassment is prohibited and shall not be tolerated in the district. This includes sexual harassment of students, ~~or~~ staff, or third parties by other students, staff, Board members, or third parties.

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

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

Sexual harassment of students and staff shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct or communication is made either explicitly or implicitly a term or condition of a student's education or participation in district programs or activities or as a condition of employment for staff;
2. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting a student or employment or assignment of staff;
3. The conduct or communication has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job;
4. The conduct or communication has the effect of creating an intimidating, offensive, or hostile educational or working environment;
5. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits.

Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the

complainant; whether the alleged harasser was in a position of power over the student or staff member subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying, e-mailing, or distributing of sexually explicit drawings, pictures, and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity, or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student also may report concerns to a teacher, counselor, or district nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation, and if appropriate, that remedial action has been taken. ~~when the investigation is concluded.~~

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action be taken by the district to stop the sexual harassment, prevent its recurrence, and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

The district may report individuals in violation of this policy to law enforcement officials. Licensed staff and those participating in practicum programs as specified by Oregon Administrative Rules, shall be reported to the Teacher Standards and Practices Commission (TSPC).

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff, and students; and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses, or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students,

parents of students and staff in student/parent and staff handbooks. The district's policy shall be posted in all schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

The superintendent will establish a process of reporting incidents of sexual harassment.

~~All staff, students, and third parties shall be subject to this policy.~~

END OF POLICY

Legal References:

ORS 243.706	ORS 659.850
ORS 342.700	ORS 659A.006
ORS 342.704	ORS 659A.029
ORS 342.708	ORS 659A.030
ORS 342.850	OAR 581-021-0038
ORS 342.865	OAR 584-020-0040

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

~~Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).~~

~~Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).~~

~~Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).~~

Cross Reference(s):

Policy GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing—Staff

Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Staff

Policy JFCF—Hazing/Harassment/Intimidation/Bullying/Menacing—Student

Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Student

Administrative Regulation JFCM-AR—Violence and Threats of Violence



Corvallis

SCHOOL DISTRICT

X.I. Board Policy GBNA—
Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—
Revised—Second Reading

**HAZING/HARASSMENT/INTIMIDATION/MENACING/
BULLYING/CYBERBULLYING**

The Board is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying of staff, students, or third parties by students, staff, or third parties is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry also is strictly prohibited.

Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined by the superintendent or Board.

Individuals also may be reported to law enforcement officials. Licensed staff will be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure notice of this policy is provided to students, staff, and third parties.

END OF POLICY

Legal References:

[ORS 163.190](#)
[ORS 163.197](#)
[ORS 166.065](#)
[ORS 166.155—166.165](#)
[ORS 332.072](#)
[ORS 332.107](#)
[ORS 659A.030](#)

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

Cross Reference(s):

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



Corvallis

SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information

BOARD MEETING DATE: October 13, 2014

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Donna Cowger: Administrative Assistant 1, 3 hrs, Linus Pauling Middle School, effective September 26, 2014 (Probationary).

David Fleming: Warehouse Delivery, 5.5 hrs, District Office/Food Services, effective October 9, 2014 (Probationary).

Remigio Olvera: Food Service Specialist, 8 hrs, Central Kitchen, effective October 8, 2014 (Probationary).

Eva Riedlecker-Wolfe: Educational Assistant 2, 4 hrs, Mt. View Elementary, effective September 22, 2014 (Probationary).

Kevin Taylor: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective September 29, 2014 (Probationary).

Elena Valdes-Chavarria: Educational Assistant 2/Bilingual, 4 hrs, Garfield Elementary School, effective October 2, 2014 (Probationary).

Breeanne Wyatt: Educational Assistant 2/LRC, 6.5 hrs, Adams Elementary School, effective September 22, 2014 (Probationary).

b. Termination/Resignation/Layoff/Retirement:

Kerry Smith: Food Service Assistant, 4.5 hrs, Clemens Elementary and Central Kitchen, effective September 17, 2014 (Resignation).

Brock Wild: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective September 22, 2014 (Resignation).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

XI.B. Board Policy JHCDA—Administering Injectable Medicines to Students—
Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR INFORMATION

SUBJECT:

Board Policy JHCDA—Administering Injectable Medicines to Students—Revised—First Reading

Administrative Regulation JHCD-AR/JHCDA-AR—Administering Noninjectable/Injectable Medicines to Students—Revised—For Information

Administrative Regulation JHCDA-AR/JHCD-AR—Administering Noninjectable/Injectable Medicines to Students—Revised—For Information

Issue: House Bill 2749 requires school district policy to allow backup autoinjectable epinephrine to be kept in the student’s classroom if requested by the student’s parent/guardian, and other conditions are met. Policy and administrative regulations have been updated to include this information.

Because we continually update medical forms as they are used during the school year, these forms are removed from the administrative regulations JHCD-AR or JHCDA-AR—Administering Noninjectable/Injectable Medicines to Students.

Options Considered: Not revising the policy and administrative regulations.

Involvement: District staff and Nurses

Consequences: Policy and administrative regulations will remain outdated.

Cost Impact: Minimal

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Administering Injectable Medicines to Students**

The district recognizes a need to ensure the health and well-being of students who require regular injections of medication as a result of experiencing an allergic reaction or to have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon, or other medication as prescribed and allowed by Oregon law (OAR 851-047-0030).

~~In order to ensure the health and well-being of district students who require regular injections of medication or who may experience allergic reactions, suffer from hypoglycemia, asthma, or diabetes, procedures and trainings will be in place to administer injectable meds. Epinephrine, insulin, glucagon, or other medication as prescribed by a physician and allowed under Oregon Law (OAR 851-047-0030) may be administered by means of injection to students by trained staff in situations when a licensed health care professional is not immediately available.~~

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self administer medication. A medical protocol regarding each student who self administers injectable medication will be developed, signed by a physician or other licensed health care professional and parent, and kept on file. Permission for self-administered medication may be revoked if the student violates policy or medical protocol.

All requests for the district to administer injectable medication to a student shall be made by the parent in writing. Requests shall be accompanied by the physician's order for administering epinephrine, insulin, glucagon, or other medication as allowed by law. A prescription label will be deemed sufficient to meet the requirements for a physician's order for epinephrine, glucagon, or other medication. A process shall be established by which, upon parent request, a backup prescribed autoinjectable epinephrine may be kept at a reasonable, secured location in the student's classroom.

The district shall designate staff authorized to administer epinephrine, insulin, glucagon, or other medication as allowed under Oregon law. Training shall be provided as required by law as established by Oregon Department of Human Services, Health Services, and the Oregon State Board of Nursing—Nurse Practice Act. Staff designated to receive training also shall receive bloodborne pathogens training. A current first aid and CPR card will also be required.

Injectable medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established district regulations governing administering noninjectable/injectable medicines to students including procedures for the disposal of sharps and glass.

The superintendent/designee will ensure student health management plans are developed as necessary, maintained on file, and pertinent health information is provided to district staff as

appropriate. Such plans will include provisions for responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property.

In accordance with the Oregon Department of Human Services protocols, staff who are currently certified in the treatment of severe allergic reactions may respond to an individual experiencing anaphylaxis and administer injectable epinephrine.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)

[ORS 339.866](#)

[ORS 339.870](#)

[ORS 339.871](#)

[ORS 433.800 to-433.830](#)

[OAR 851-047-0030](#)

[OAR 851-047-0040](#)

SB 1040 (2007)

Cross Reference(s):

Policy JHCD—Administering Noninjectable Medicines to Students

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300—125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056



Corvallis

SCHOOL DISTRICT

XI.C. Administrative Regulation JHCD-AR/JHCDA-AR—Administering
Noninjectable/Injectable Medicines to Students—Revised—For Information

Administering Noninjectable/Injectable Medicines to Students**

Students may, subject to the provisions of this regulation, have noninjectable and injectable prescription or nonprescription medication administered by designated, trained school staff. Self-medication by students also will be permitted in accordance with this regulation.

I. Definitions

- A. "Prescription medication" means any noninjectable/injectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.
- B. "Nonprescription medication" means only commercially prepared, nonalcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to medication for eyes, nasal spray, cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories, and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.
- C. "Physician" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, a nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon.
- D. "Student self-medication" means a student must be able to administer medication to himself or herself without requiring a trained staff member to assist in the administration of the medication.
- E. "Age-appropriate guidelines" means the student must be able to demonstrate the ability, developmentally and behaviorally, to self medicate with permission from parent, building administrator, and in the case of a prescription medication, a physician.

- F. "Training" means yearly instruction, by a qualified trainer, provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education, including discussion of applicable district policies, procedures, and materials.
- G. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a physician, or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.

II. Designated Staff/Training

- A. The building administrator will designate trained staff authorized to administer medication to students within individual school buildings and while participating at school-sponsored activities on or off district property. The building administrator will ensure building and activity practices and procedures are consistent with the requirements of law, rules, and this regulation.
- B. The building administrator will ensure the training required by law and Oregon Administrative Rules is provided. Training may be conducted by any physician licensed by the state of Oregon, a nurse licensed by the Board of Nursing in the state of Oregon, or by others as deemed appropriate by the district in accordance with training program guidelines recognized by the Oregon Department of Education.
- C. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy, and administrative regulations and include, but not be limited to the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping, reporting of medication administration and errors in administration, emergency medical response for life threatening side effects, allergic reactions, and student confidentiality. Materials as recommended and/or approved by the Oregon Department of Education will be used.
- D. Training will be provided yearly to designated staff authorized to administer medication to students.
- E. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others as appropriate.
- F. A statement that the designated staff member has received the required training, will be signed by the staff member and filed in the district office.

III. Administering Medications to Students

Requests for designated staff to administer medication to students may be approved by the district as follows:

- A. A written request for the district to administer prescription medication must be submitted to the school office to include:
 - 1. The written signed permission of the parent;
 - 2. The written instruction from the physician for the administration of the prescription medication to the student including:
 - a. Name of the student;
 - b. Name of the medication;
 - c. Route;
 - d. Dosage;
 - e. Frequency of administration; and
 - f. Other special instruction, if any.

The prescription label will be considered to meet this requirement if it contains the information listed in a.-f. above.

- B. A written request for the district to administer nonprescription medication must be submitted to the school office to include:
 - 1. The written signed permission of the parent;
 - 2. The written instruction from the parent for the administration of the nonprescription medication to the student including:
 - a. Name of the student;
 - b. Name of the medication;
 - c. Route;
 - d. Dosage;
 - e. Frequency of administration;
 - f. Other special instruction, if any.
- C. Medication is to be submitted in its original container;
- D. Medication is to be brought to and returned from the school by the parent;
- E. It is the parent's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;

- F. It is the parent's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- G. In the event a student refuses medication, the parent will be notified immediately. No attempt will be made to administer medication to a student who refuses district administered medication;
- H. Any error in administration of medication will be reported to the parent immediately and documentation made on the district's Accident/Incident Report form. Errors include, but are not limited to administering medication to the wrong student, administering the wrong medication, dose, time, and route;
- I. Medication shall not be administered or self-medication allowed until the necessary permission form and written instructions have been submitted as required by the district.

IV. Self-Medication

- A. Self-medication of prescription and nonprescription medication for K-12 will be allowed subject to the following:
 - 1. Grades K-8: Self medication of prescription and nonprescription medication only is allowed when a student must carry such medication on his/her person for immediate access.
 - 2. A parent permission form must be submitted for self-medication of all prescription and nonprescription medications. In the case of prescription medications, permission from the physician or other licensed health care professional also is required. Such permission may be indicated on the prescription label. A written treatment plan from a licensed health care professional for the managing of student's asthma, severe allergy, and diabetes will be required for use of medication by the student during school hours. Building administrator permission is required for all self-medication requests. District registered nurse permission is required for self-medication of all medications in grades K-8. For grades 9-12, the district registered nurse is available for consultation with the building administrator and/or parent as needed.
 - 3. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated staff. A permission form and written instructions will be required as provided in Section III. A. and B. above;
 - 4. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:

- a. Prescription labels must specify the name of the student, name of the medication, dosage, route, and frequency or time of administration, and any other special instruction including physician authorization for student to self-medicate;
 - b. Nonprescription medication must have the student's name affixed to the original container.
5. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacture's packaging that contains multiple dosages. The student may carry one package, such as but not limited to, bronchodilators/inhalers, insulin pens or pumps.
 6. Sharing and/or borrowing of medication with another student is strictly prohibited.
 7. Students needing to self-medicate must carry their medication with them for immediate access; e.g., personal bag/purse, backpack, pocket. Medication should not be left on desks, countertops, or other places where others would have access to their medication.
 8. Students will not dispose of medication, containers, syringes, and/or lancets at school. Disposal will be done at home as appropriate.
- B.** For students who have been prescribed bronchodilators, epinephrine, and glucagon, staff will request that the parent provide backup medication for emergency use by that student. Backup medication (when provided by the parent) will be kept at the student's school in a location to which the staff has immediate access in the event the student has an asthma and/or severe allergy emergency or hypoglycemic emergency.
- C.** Upon written parent request and with a physician's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom.
- D.C.** Permission to self-medicate may be revoked if the student violates the Board's policies governing Administering Noninjectable and Injectable Medicines to Students and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.
- E.D.** The school is not responsible for maintaining a medication log when the student is self-medicating.

V. Handling, ~~Storing~~ Storage, Monitoring Medication Supplies

- A. Medication administered by designated staff must be delivered by the parent to the school, in its original container, accompanied by the permission form and written instructions, as required above.
- B. Medication in capsule or tablet form and categorized as a sedative, stimulant, anti-convulsant, narcotic analgesic, or psychotropic medication will be counted by designated staff in the presence of another district employee upon receipt, documented in the student's medication log, and routinely monitored during storage and administration. Discrepancies will be reported to the building administrator immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- C. Designated staff will follow the written instructions of the physician and parent and training guidelines as may be recommended by the Oregon Department of Education for administering all forms of noninjectable/injectable medications.
- D. Medication will be secured as follows:
 - 1. Nonrefrigerated medications will be stored in a locked cabinet, drawer, or box;
 - 2. Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication;
 - 3. Access to medication storage keys will be limited to the building administrator and designated staff.
- E. Designated staff will be responsible for monitoring all medication supplies and for ensuring medications are secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
- F. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated staff will notify the parent immediately.

VI. Emergency Response

- A. Designated staff will notify 911 or other appropriate emergency medical response systems and administer first aid as necessary in the event of life threatening side effects that result from district administered medication or from student self-medication. The parent and building administrator will be notified immediately.

- B. Minor adverse reactions that result from district administered medication or from student self-medication will be reported to the parent immediately.

VII. Disposal of Medications

- A. Medication not picked up by the parent at the end of the school year, or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff in a nonrecoverable fashion as follows:
 - 1. ~~The Department of Public Safety provides secure drop boxes for the disposal of medications, with one being located on the Oregon State University campus. Schools may use that location to dispose of unused or expired medication in their original containers, as well as inhalers. Medication in capsule, tablet, and liquid form will be removed from their original container (destroy any personal information) and container disposed. Crush solid medications, mix or dissolve in water (this applies to liquid as well), mix with an undesirable substance (e.g., coffee grounds, kitty litter, flour), and place it in impermeable non-descript containers such as empty cans or sealable bags, placing these containers in the trash. (ONDCP Federal Government Guidelines February 20, 2007);~~
 - 2. Other medication will be disposed of in accordance with established training procedures including sharps and glass.
- B. All medication will be disposed of by designated staff in the presence of another employee and documented as described in VIII. A. below.

VIII. Documentation and Record Keeping

- A. A medication log will be maintained for each student administered medication by the district. The medication log will include but not be limited to:
 - 1. The name, dose, and route of medication administered and the date, time of administration, and name of the person administering the medication;
 - 2. Student refusals of medication;
 - 3. Errors in administration of medication*;
 - 4. Emergency and minor adverse reaction incidents*;
 - 5. Discrepancies in medication supply;
 - 6. Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.

*Designated staff may note incident by symbol in medication log and attach detailed documentation as necessary.

- B. All records relating to administration of medicines, including permission slips and written instructions, will be maintained in a separate, medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education plan. Records will be retained in accordance with applicable provisions of OAR 166-414-0010 (22), (23) and (24).
- C. Student medical files will be kept confidential. Access shall be limited to those designated staff authorized to administer medication to students, the student, and his/her parents. Information may be shared with staff with a legitimate educational and safety interest in the student or others as may be authorized by the parent in writing.

A school administrator, teacher, or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication as per ORS 339.870.

A school administrator, school nurse, teacher, or other district employee designated by the school administrator, the school district, and members of the district Board is not liable in a criminal action or for civil damages as a result of a student's use of medication.

MEDICATION AUTHORIZATION AND ADMINISTRATION FORM

Student Name _____ DOB _____ Grade _____
 School _____ School Year _____ Teacher/Counselor _____

I AM GIVING SCHOOL PERSONNEL PERMISSION TO ADMINISTER THIS MEDICATION TO MY CHILD PER THE FOLLOWING:

PARENT/GUARDIAN MUST COMPLETE	
All medication must be submitted in its original container	
<i>All medications must be delivered and picked up from school by parent or adult responsible for the student.</i>	
Medication _____	<input type="checkbox"/> Non-prescription
Dosage (how much) _____	<input type="checkbox"/> Prescription Rx # _____
Frequency (how often) _____	<input type="checkbox"/> Please allow my student to carry and to self-administer this medication. (Self-medication form must be completed. K-8 must need medication for immediate access.)*
Expiration date of medication _____	
Amount of medication sent _____	
Route <input type="checkbox"/> Mouth <input type="checkbox"/> Ear <input type="checkbox"/> Eye <input type="checkbox"/> Nose <input type="checkbox"/> Skin <input type="checkbox"/> Injectable	
Duration Start Date _____ End Date _____ Time of Day _____	
Reason for Medication _____	
Special Instructions _____	

*School administrator and parent permission are required for all grades. District registered nurse permission is required for self-medication of all medication in grades K-8.

I understand: 1) I am responsible to provide this medication in its original container labeled according to the guidelines in the administrative regulation; 2) I am responsible to maintain the supply as needed, and that a new form must be completed with each new supply or prescription of this medication; 3) I am responsible to notify the school in writing of any changes; 4) I am required to pick up all unused medication by the last day of school and know that all medication left at the school will be discarded appropriately.

Parent/Guardian Signature _____ Date _____

(This authorization only applies to the medication listed above and for the duration of treatment or school year). This also authorizes an exchange of information, as necessary, between the school health care provider and appropriate school personnel.

OFFICE USE ONLY		
MEDICATION RECEIVED		
Amount Received _____	Witness #1 _____	Date _____
Amount Received _____	Witness #2 _____	Date _____

**Corvallis School District
 SELF-MEDICATION PERMISSION FORM and AGREEMENT**

Student Name _____ Grade _____
 (Please print)

- ALL** Students must be able to demonstrate the ability, developmentally and/or behaviorally, to self-administer prescription and non-prescription medication.
- K-8** Self-medication of prescription and non-prescription medication only is allowed when a student must carry such medication on his/her person for immediate access.
- >** Self-medication of controlled substances and narcotic analgesics are not allowed. These medications must be checked into the office.

Student Initial _____ Parent Initial _____

- All prescription and non-prescription medication must be kept in its appropriately labeled, **original container**, as follows:
 - Prescription labels must specify the name of the student, name of the medication, dosage, route, and frequency or time of administration and any other special instruction including physician authorization for student to self-medicate.
 - Non-prescription medication **must have the student's name** affixed to the **original container**.
- The student may have in his/her possession only the amount of medication needed for that day, except for manufacture's packaging that contains multiple dosages. The student may carry one package, such as but not limited to, bronchodilators/inhalers, insulin pens, or pumps.
- Students needing to self-medicate must carry their medication with them for immediate access, e.g., personal bag/purse, backpack, pocket. Medication should not be left on desks, countertops, or other places where others would have access to their medication. Sharing and/or borrowing of medication with another student **are strictly prohibited**.
- For students who have been prescribed bronchodilators, epinephrine, and glucagon, school staff will request the parent or guardian to provide backup medication for emergency use by that student. Backup medication (when provided by the parent) will be kept at the student's school in a location to which the staff has immediate access in the event the student has an asthma and/or severe allergy emergency or hypoglycemic emergency.
- Students will not dispose of medication, containers, syringes, and/or lancets at school. Disposal will be done at home as appropriate.
- Permission to self-medicate may be revoked if the student violates school district policy governing administration of all medications and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.

Name of medication indicated below must match name of medication on container.

1. _____ 3. _____
 2. _____ 4. _____

I have read and agree to the criteria.

 Parent/Guardian Printed Name/Signature and Date Student Printed Name/Signature and Date
School Administrator Approval (I have verified the student is developmentally and/or behaviorally able to self-administer.)

 Administrator Printed Name/Signature and Date
Corvallis School District 509J Registered Nurse Approval **Physician Authorization Prescription Medication ONLY**
 (Grades K-8) Prescription Label Letter Fax

 Printed Name/Signature and Date Printed Name/Signature of Verifier and Date

STUDENT MEDICATION RECORD

Student Name _____ DOB _____ Phone _____
 School _____ School Year _____ Teacher/Counselor _____ IEP Yes No
 Medication _____

Method of Medication Disposal		
<input type="checkbox"/>	Returned to Parent on	_____
<input type="checkbox"/>	Disposed per JHCD/AR/JHCDA AR	_____
	on	_____
	Date	Initial Initial

(Only one medication per form)

Check this box if student takes additional medications

O=No Show W=Withheld*+ PC=Parent Contact R=Refused+ DM=Dose Missed*+ N=No Med+ DW=Dose Wasted*

+ =Parent Contact Required *Requires Comments

Date	Time	Dosage	Initials	Date	Time	Dosage	Initials	Date	Time	Dosage	Initials

Medication Sign-in/Sign-out: FT=Field Trip (or other school activity); P=Parent

Medication	Date Received	Amount Received	Witness Signature (only when receiving)	Signature	Date Released and to Whom	Date Discontinued

Authorized Medication Administrator(s)

Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature

Corvallis School District 509J

DEFINITION AND USE OF CODES

SYMPTOMS OF SEVERE RESPONSE

If Student has:

- Breathing Problems
- Rash
- Difficulty swallowing
- Swelling of face
- Intense itching
- Vomiting

Hold medicine. Contact parent/physician promptly for direction. If unable to reach immediately, call 911.

FIVE RS OF MEDICATION

- Right name of student
- Right medication
- Right dose
- Right time
- Right route

POISON CENTER PHONE #

1-800-452-7165

No Show (O)	Student did not come for medication. Attempt was made per guidelines. Requires PC.
Withheld (W)	<ul style="list-style-type: none"> • Student having side effects. Requires comment and PC. • Parent requested student not receive medication. Requires comment. • Student states dose has changed. Requires parent confirmation, updated parent authorization, and for prescription medication, updated physician order or new pharmacy label. Requires comment. • Unclear physician orders or parent request. Physician orders do not match parent request. Parent request does not match label directions. Requires PC to request that parent obtain written clarification of physician orders or to notify parent that nonprescription medication must be given as directed on label unless otherwise directed in writing by a physician. Requires comment. • Incorrectly labeled/inadequate authorization/inadequate orders/not in original container. Requires PC and withholding of medication until accurate label and forms are on file. Requires comment.
Parent Contact (PC)	Required whenever medication is not given for reason of no show, withheld, refused, dose missed, dose wasted, and initially when student has run out of medication and further notice may be sent at discretion of school personnel. Use code to document reason followed by code for parent contact.
Refused (R)	Student refused to take medication. Requires PC.
Dose Missed (DM)	Medication inadvertently not given. Requires completion of Student Medication Incident Report and notification of your supervisor/ building administrator. Requires PC.
No Medication (N)	No medication available at school. Requires PC initially and further notice at discretion of school personnel.
Dose Wasted (DW)	Medication dropped, spit out, or otherwise contaminated and destroyed.

Corvallis School District 509J
STUDENT MEDICATION INCIDENT REPORT
 (To be completed on the day of the incident)

STUDENT'S NAME _____ GRADE _____ DOB _____
 SCHOOL _____
 PARENT/GUARDIAN NOTIFIED BY _____ Phone Note DATE _____ TIME _____
 NAME OF FIRST AID PROVIDER _____
 DATE AND TIME OF INCIDENT _____
 1. _____ Description of incident _____
 2. _____ Reaction (include student's symptoms and observations) _____
 3. _____ Action taken by employee and/or student (include instructions given by district registered nurse/parent/hospital/MD) _____

 Printed Name/Signature of Employee Reporting the Incident _____ Date _____

 Printed Name/Signature of Supervisor _____ Date _____

FORWARD A COPY OF FORM TO RISK MANAGEMENT

Corvallis School District 509J
MEDICATION NOT RECEIVED BY STUDENT

Date: _____
 Dear Parent/Guardian,
 This is to inform you that _____ DOB _____
 _____ (Student's Name)
 1. Your student did not take his/her medication today for the following reason(s):
 Prescription medication cannot be given without *physician's* signed instructions or a pharmacy label.
 No medication (including over the counter) can be given without *parent's* written permission and instruction.
 Student did not come to office/health room for medication.
 Medication refill not yet returned to school. Bottle sent home _____.
 Refused
 Other _____
 2. Your student is now out of medication _____
 _____ The container is being returned to you.
 3. Your student is low on _____ medication.
 Please provide a refill as soon as possible.
 4. Parent contact attempted _____
 _____ (Date and Time)
 5. Comments _____

 _____ (Signature) _____ (Date)
 Pe: Student Health Records

Corvallis School District 509J
PARENT MEDICATION PICK UP NOTICE

Date _____
 Dear Parent or Guardian of _____
 _____ (Student's Name)
 Medication left at school must be returned to the parent or be destroyed at the end of the school year per district policy. We are asking you to make arrangements for picking up your child's unused medication before the last day of school.
 Medication (s) remaining at school for your child is: _____
 If you have any questions, please call me at school. Thank you.
 Sincerely,

 _____ Staff Signature

 _____ Staff Title

Corvallis School District 509J
STUDENT MEDICATION REMINDER

Date _____
 Dear Teacher _____
 Student Name _____ DOB _____ GRADE _____
 This student must receive medication in accordance with parents and/or physician's instructions.
 Please assist this student in receiving his/her medication by sending him/her to the office at _____ on a daily basis until _____
 _____ (Time) _____ (Date)
 Student has missed medication for the past _____ days. Your assistance is required to remind him/her to go to the office daily at _____
 _____ (Time)
 _____ Health Assistant Signature _____ Date _____
 pe: Building Administrator

Corvallis School District 509J
FIELD TRIP MEDICATION REQUEST

TEACHER _____ GRADE _____
 DATE OF TRIP _____ DESTINATION _____
 DEPARTURE TIME _____ RETURN TIME _____
 Please give health room staff/school secretary at least three working days notice prior to your field trip so any **medication or training** needed may be prepared for your students. A fanny pack or other bag will be provided for your convenience to carry medication.
Be advised that state law now requires everyone who administers medication to students in school to receive the state approved training. Only those teachers who have received this training will be allowed to:
 Check medication out of the health room for field trips
 Carry medication
 Administer medication
 Medication will need to be signed in and out of the health room and, when you return from your field trip, you must document on the student's medication log that the medication was given.
 Thank you for your cooperation.



Corvallis

SCHOOL DISTRICT

XI.D. Administrative Regulation JHCDA-AR/JHCD-AR—Administering
Noninjectable/Injectable Medicines to Students—Revised—For Information

Administering Noninjectable/Injectable Medicines to Students**

Students may, subject to the provisions of this regulation, have noninjectable and injectable prescription or nonprescription medication administered by designated, trained school staff. Self-medication by students also will be permitted in accordance with this regulation.

I. Definitions

- A. "Prescription medication" means any noninjectable/injectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.
- B. "Nonprescription medication" means only commercially prepared, nonalcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to medication for eyes, nasal spray, cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories, and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.
- C. "Physician" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, a nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon.
- D. "Student self-medication" means a student must be able to administer medication to himself or herself without requiring a trained staff member to assist in the administration of the medication.
- E. "Age-appropriate guidelines" means the student must be able to demonstrate the ability, developmentally and behaviorally, to self medicate with permission from parent, building administrator, and in the case of a prescription medication, a physician.

- F. "Training" means yearly instruction, by a qualified trainer, provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education, including discussion of applicable district policies, procedures, and materials.
- G. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a physician, or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.

II. Designated Staff/Training

- A. The building administrator will designate trained staff authorized to administer medication to students within individual school buildings and while participating at school-sponsored activities on or off district property. The building administrator will ensure building and activity practices and procedures are consistent with the requirements of law, rules, and this regulation.
- B. The building administrator will ensure the training required by law and Oregon Administrative Rules is provided. Training may be conducted by any physician licensed by the state of Oregon, a nurse licensed by the Board of Nursing in the state of Oregon, or by others as deemed appropriate by the district in accordance with training program guidelines recognized by the Oregon Department of Education.
- C. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy, and administrative regulations and include, but not be limited to the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping, reporting of medication administration and errors in administration, emergency medical response for life threatening side effects, allergic reactions, and student confidentiality. Materials as recommended and/or approved by the Oregon Department of Education will be used.
- D. Training will be provided yearly to designated staff authorized to administer medication to students.
- E. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others as appropriate.
- F. A statement that the designated staff member has received the required training, will be signed by the staff member and filed in the district office.

III. Administering Medications to Students

Requests for designated staff to administer medication to students may be approved by the district as follows:

- A. A written request for the district to administer prescription medication must be submitted to the school office to include:
 - 1. The written signed permission of the parent;
 - 2. The written instruction from the physician for the administration of the prescription medication to the student including:
 - a. Name of the student;
 - b. Name of the medication;
 - c. Route;
 - d. Dosage;
 - e. Frequency of administration; and
 - f. Other special instruction, if any.

The prescription label will be considered to meet this requirement if it contains the information listed in a.-f. above.

- B. A written request for the district to administer nonprescription medication must be submitted to the school office to include:
 - 1. The written signed permission of the parent;
 - 2. The written instruction from the parent for the administration of the nonprescription medication to the student including:
 - a. Name of the student;
 - b. Name of the medication;
 - c. Route;
 - d. Dosage;
 - e. Frequency of administration;
 - f. Other special instruction, if any.
- C. Medication is to be submitted in its original container;
- D. Medication is to be brought to and returned from the school by the parent;
- E. It is the parent's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;

- F. It is the parent's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- G. In the event a student refuses medication, the parent will be notified immediately. No attempt will be made to administer medication to a student who refuses district administered medication;
- H. Any error in administration of medication will be reported to the parent immediately and documentation made on the district's Accident/Incident Report form. Errors include, but are not limited to administering medication to the wrong student, administering the wrong medication, dose, time, and route;
- I. Medication shall not be administered or self-medication allowed until the necessary permission form and written instructions have been submitted as required by the district.

IV. Self-Medication

- A. Self-medication of prescription and nonprescription medication for K-12 will be allowed subject to the following:
 1. Grades K-8: Self medication of prescription and nonprescription medication only is allowed when a student must carry such medication on his/her person for immediate access.
 2. A parent permission form must be submitted for self-medication of all prescription and nonprescription medications. In the case of prescription medications, permission from the physician or other licensed health care professional also is required. Such permission may be indicated on the prescription label. A written treatment plan from a licensed health care professional for the managing of student's asthma, severe allergy, and diabetes will be required for use of medication by the student during school hours. Building administrator permission is required for all self-medication requests. District registered nurse permission is required for self-medication of all medications in grades K-8. For grades 9-12, the district registered nurse is available for consultation with the building administrator and/or parent as needed.
 3. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated staff. A permission form and written instructions will be required as provided in Section III. A. and B. above;
 4. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:

- a. Prescription labels must specify the name of the student, name of the medication, dosage, route, and frequency or time of administration, and any other special instruction including physician authorization for student to self-medicate;
 - b. Nonprescription medication must have the student's name affixed to the original container.
5. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacture's packaging that contains multiple dosages. The student may carry one package, such as but not limited to, bronchodilators/inhalers, insulin pens or pumps.
 6. Sharing and/or borrowing of medication with another student is strictly prohibited.
 7. Students needing to self-medicate must carry their medication with them for immediate access; e.g., personal bag/purse, backpack, pocket. Medication should not be left on desks, countertops, or other places where others would have access to their medication.
 8. Students will not dispose of medication, containers, syringes, and/or lancets at school. Disposal will be done at home as appropriate.
- B.** For students who have been prescribed bronchodilators, epinephrine, and glucagon, staff will request that the parent provide backup medication for emergency use by that student. Backup medication (when provided by the parent) will be kept at the student's school in a location to which the staff has immediate access in the event the student has an asthma and/or severe allergy emergency or hypoglycemic emergency.
- C.** Upon written parent request and with a physician's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom.
- D.C.** Permission to self-medicate may be revoked if the student violates the Board's policies governing Administering Noninjectable and Injectable Medicines to Students and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.
- E.D.** The school is not responsible for maintaining a medication log when the student is self-medicating.

V. Handling, Storing Storage, Monitoring Medication Supplies

- A. Medication administered by designated staff must be delivered by the parent to the school, in its original container, accompanied by the permission form and written instructions, as required above.
- B. Medication in capsule or tablet form and categorized as a sedative, stimulant, anti-convulsant, narcotic analgesic, or psychotropic medication will be counted by designated staff in the presence of another district employee upon receipt, documented in the student's medication log, and routinely monitored during storage and administration. Discrepancies will be reported to the building administrator immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- C. Designated staff will follow the written instructions of the physician and parent and training guidelines as may be recommended by the Oregon Department of Education for administering all forms of noninjectable/injectable medications.
- D. Medication will be secured as follows:
 - 1. Nonrefrigerated medications will be stored in a locked cabinet, drawer, or box;
 - 2. Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication;
 - 3. Access to medication storage keys will be limited to the building administrator and designated staff.
- E. Designated staff will be responsible for monitoring all medication supplies and for ensuring medications are secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
- F. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated staff will notify the parent immediately.

VI. Emergency Response

- A. Designated staff will notify 911 or other appropriate emergency medical response systems and administer first aid as necessary in the event of life threatening side effects that result from district administered medication or from student self-medication. The parent and building administrator will be notified immediately.

- B. Minor adverse reactions that result from district administered medication or from student self-medication will be reported to the parent immediately.

VII. Disposal of Medications

- A. Medication not picked up by the parent at the end of the school year, or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated staff in a nonrecoverable fashion as follows:

1. ~~The Department of Public Safety provides secure drop boxes for the disposal of medications, with one being located on the Oregon State University campus. Schools may use that location to dispose of unused or expired medication in their original containers, as well as inhalers. Medication in capsule, tablet, and liquid form will be removed from their original container (destroy any personal information) and container disposed. Crush solid medications, mix or dissolve in water (this applies to liquid as well), mix with an undesirable substance (e.g., coffee grounds, kitty litter, flour), and place it in impermeable non-descript containers such as empty cans or sealable bags, placing these containers in the trash. (ONDCP Federal Government Guidelines February 20, 2007);~~
2. Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- B. All medication will be disposed of by designated staff in the presence of another employee and documented as described in VIII. A. below.

VIII. Documentation and Record Keeping

- A. A medication log will be maintained for each student administered medication by the district. The medication log will include but not be limited to:
 1. The name, dose, and route of medication administered and the date, time of administration, and name of the person administering the medication;
 2. Student refusals of medication;
 3. Errors in administration of medication*;
 4. Emergency and minor adverse reaction incidents*;
 5. Discrepancies in medication supply;
 6. Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.

*Designated staff may note incident by symbol in medication log and attach detailed documentation as necessary.

- B. All records relating to administration of medicines, including permission slips and written instructions, will be maintained in a separate, medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education plan. Records will be retained in accordance with applicable provisions of OAR 166-414-0010 (22), (23) and (24).
- C. Student medical files will be kept confidential. Access shall be limited to those designated staff authorized to administer medication to students, the student, and his/her parents. Information may be shared with staff with a legitimate educational and safety interest in the student or others as may be authorized by the parent in writing.

A school administrator, teacher, or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication as per ORS 339.870.

A school administrator, school nurse, teacher, or other district employee designated by the school administrator, the school district, and members of the district Board is not liable in a criminal action or for civil damages as a result of a student's use of medication.

MEDICATION AUTHORIZATION AND ADMINISTRATION FORM

Student Name _____ DOB _____ Grade _____
 School _____ School Year _____ Teacher/Counselor _____

I AM GIVING SCHOOL PERSONNEL PERMISSION TO ADMINISTER THIS MEDICATION TO MY CHILD PER THE FOLLOWING:

PARENT/GUARDIAN MUST COMPLETE	
All medication must be submitted in its original container	
<i>All medications must be delivered and picked up from school by parent or adult responsible for the student.</i>	
Medication _____	<input type="checkbox"/> Non-prescription
Dosage (how much) _____	<input type="checkbox"/> Prescription Rx # _____
Frequency (how often) _____	<input type="checkbox"/> Please allow my student to carry and to self-administer this medication. (Self-medication form must be completed. K-8 must need medication for immediate access.)*
Expiration date of medication _____	
Amount of medication sent _____	
Route <input type="checkbox"/> Mouth <input type="checkbox"/> Ear <input type="checkbox"/> Eye <input type="checkbox"/> Nose <input type="checkbox"/> Skin <input type="checkbox"/> Injectable	
Duration Start Date _____ End Date _____ Time of Day _____	
Reason for Medication _____	
Special Instructions _____	

*School administrator and parent permission are required for all grades. District registered nurse permission is required for self-medication of all medication in grades K-8.

I understand: 1) I am responsible to provide this medication in its original container labeled according to the guidelines in the administrative regulation; 2) I am responsible to maintain the supply as needed, and that a new form must be completed with each new supply or prescription of this medication; 3) I am responsible to notify the school in writing of any changes; 4) I am required to pick up all unused medication by the last day of school and know that all medication left at the school will be discarded appropriately.

Parent/Guardian Signature _____ Date _____

(This authorization only applies to the medication listed above and for the duration of treatment or school year). This also authorizes an exchange of information, as necessary, between the school health care provider and appropriate school personnel.

OFFICE USE ONLY		
MEDICATION RECEIVED		
Amount Received _____	Witness #1 _____	Date _____
Amount Received _____	Witness #2 _____	Date _____

**Corvallis School District
 SELF-MEDICATION PERMISSION FORM and AGREEMENT**

Student Name _____ Grade _____
 (Please print)

- ALL** Students must be able to demonstrate the ability, developmentally and/or behaviorally, to self-administer prescription and non-prescription medication.
- K-8** Self-medication of prescription and non-prescription medication only is allowed when a student must carry such medication on his/her person for immediate access.
- >** Self-medication of controlled substances and narcotic analgesics are not allowed. These medications must be checked into the office.

Student Initial _____ Parent Initial _____

- All prescription and non-prescription medication must be kept in its appropriately labeled, **original container**, as follows:
 - Prescription labels must specify the name of the student, name of the medication, dosage, route, and frequency or time of administration and any other special instruction including physician authorization for student to self-medicate.
 - Non-prescription medication **must have the student's name** affixed to the **original container**.
- The student may have in his/her possession only the amount of medication needed for that day, except for manufacture's packaging that contains multiple dosages. The student may carry one package, such as but not limited to, bronchodilators/inhalers, insulin pens, or pumps.
- Students needing to self-medicate must carry their medication with them for immediate access, e.g., personal bag/purse, backpack, pocket. Medication should not be left on desks, countertops, or other places where others would have access to their medication. Sharing and/or borrowing of medication with another student **are strictly prohibited**.
- For students who have been prescribed bronchodilators, epinephrine, and glucagon, school staff will request the parent or guardian to provide backup medication for emergency use by that student. Backup medication (when provided by the parent) will be kept at the student's school in a location to which the staff has immediate access in the event the student has an asthma and/or severe allergy emergency or hypoglycemic emergency.
- Students will not dispose of medication, containers, syringes, and/or lancets at school. Disposal will be done at home as appropriate.
- Permission to self-medicate may be revoked if the student violates school district policy governing administration of all medications and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.

Name of medication indicated below must match name of medication on container.

1. _____ 3. _____
 2. _____ 4. _____

I have read and agree to the criteria.

 Parent/Guardian Printed Name/Signature and Date Student Printed Name/Signature and Date
School Administrator Approval (I have verified the student is developmentally and/or behaviorally able to self-administer.)

 Administrator Printed Name/Signature and Date
Corvallis School District 509J Registered Nurse Approval **Physician Authorization Prescription Medication ONLY**
 (Grades K-8) Prescription Label Letter Fax

 Printed Name/Signature and Date Printed Name/Signature of Verifier and Date

STUDENT MEDICATION RECORD

Student Name _____ DOB _____ Phone _____
 School _____ School Year _____ Teacher/Counselor _____ IEP Yes No
 Medication _____

Method of Medication Disposal		
<input type="checkbox"/>	Returned to Parent on	_____
<input type="checkbox"/>	Disposed per JHCD/AR/JHCDA AR	_____
	on	_____
	Date	Initial Initial

(Only one medication per form)

Check this box if student takes additional medications

O=No Show W=Withheld*+ PC=Parent Contact R=Refused+ DM=Dose Missed*+ N=No Med+ DW=Dose Wasted*

+ =Parent Contact Required *Requires Comments

Date	Time	Dosage	Initials	Date	Time	Dosage	Initials	Date	Time	Dosage	Initials

Medication Sign-in/Sign-out: FT=Field Trip (or other school activity); P=Parent

Medication	Date Received	Amount Received	Witness Signature (only when receiving)	Signature	Date Released and to Whom	Date Discontinued

Authorized Medication Administrator(s)

Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature	Initials	Staff Signature

Corvallis School District 509J

DEFINITION AND USE OF CODES

SYMPTOMS OF SEVERE RESPONSE

If Student has:

- Breathing Problems
- Rash
- Difficulty swallowing
- Swelling of face
- Intense itching
- Vomiting

Hold medicine. Contact parent/physician promptly for direction. If unable to reach immediately, call 911.

FIVE RS OF MEDICATION

- Right name of student
- Right medication
- Right dose
- Right time
- Right route

POISON CENTER PHONE #

1-800-452-7165

No Show (O)	Student did not come for medication. Attempt was made per guidelines. Requires PC.
Withheld (W)	<ul style="list-style-type: none"> • Student having side effects. Requires comment and PC. • Parent requested student not receive medication. Requires comment. • Student states dose has changed. Requires parent confirmation, updated parent authorization, and for prescription medication, updated physician order or new pharmacy label. Requires comment. • Unclear physician orders or parent request. Physician orders do not match parent request. Parent request does not match label directions. Requires PC to request that parent obtain written clarification of physician orders or to notify parent that nonprescription medication must be given as directed on label unless otherwise directed in writing by a physician. Requires comment. • Incorrectly labeled/inadequate authorization/inadequate orders/not in original container. Requires PC and withholding of medication until accurate label and forms are on file. Requires comment.
Parent Contact (PC)	Required whenever medication is not given for reason of no show, withheld, refused, dose missed, dose wasted, and initially when student has run out of medication and further notice may be sent at discretion of school personnel. Use code to document reason followed by code for parent contact.
Refused (R)	Student refused to take medication. Requires PC.
Dose Missed (DM)	Medication inadvertently not given. Requires completion of Student Medication Incident Report and notification of your supervisor/ building administrator. Requires PC.
No Medication (N)	No medication available at school. Requires PC initially and further notice at discretion of school personnel.
Dose Wasted (DW)	Medication dropped, spit out, or otherwise contaminated and destroyed.

Corvallis School District 509J
STUDENT MEDICATION INCIDENT REPORT
 (To be completed on the day of the incident)

STUDENT'S NAME _____ GRADE _____ DOB _____
 SCHOOL _____
 PARENT/GUARDIAN NOTIFIED BY _____ Phone Note DATE _____ TIME _____
 NAME OF FIRST AID PROVIDER _____
 DATE AND TIME OF INCIDENT _____
 1. _____ Description of incident
 2. _____ Reaction (include student's symptoms and observations)
 3. _____ Action taken by employee and/or student (include instructions given by district registered nurse/parent/hospital/MD)

 Printed Name/Signature of Employee Reporting the Incident _____ Date _____
 Printed Name/Signature of Supervisor _____ Date _____

FORWARD A COPY OF FORM TO RISK MANAGEMENT

Corvallis School District 509J
MEDICATION NOT RECEIVED BY STUDENT

Date: _____
 Dear Parent/Guardian,
 This is to inform you that _____ DOB _____
 _____ (Student's Name)
 1. Your student did not take his/her medication today for the following reason(s):
 Prescription medication cannot be given without *physician's* signed instructions or a pharmacy label.
 No medication (including over the counter) can be given without *parent's* written permission and instruction.
 Student did not come to office/health room for medication.
 Medication refill not yet returned to school. Bottle sent home _____.
 Refused
 Other _____
 2. Your student is now out of medication _____
 _____ The container is being returned to you.
 3. Your student is low on _____ medication.
 Please provide a refill as soon as possible.
 4. Parent contact attempted _____
 _____ (Date and Time)
 5. Comments _____

 _____ (Signature) _____ (Date)
 Pe: Student Health Records

Corvallis School District 509J
PARENT MEDICATION PICK UP NOTICE

Date _____
 Dear Parent or Guardian of _____
 _____ (Student's Name)
 Medication left at school must be returned to the parent or be destroyed at the end of the school year per district policy. We are asking you to make arrangements for picking up your child's unused medication before the last day of school.
 Medication (s) remaining at school for your child is: _____
 If you have any questions, please call me at school. Thank you.
 Sincerely,

 _____ Staff Signature
 _____ Staff Title

Corvallis School District 509J
STUDENT MEDICATION REMINDER

Date _____
 Dear Teacher _____
 Student Name _____ DOB _____ GRADE _____
 This student must receive medication in accordance with parents and/or physician's instructions.
 Please assist this student in receiving his/her medication by sending him/her to the office at _____ on a daily basis until _____
 _____ (Time) _____ (Date)
 Student has missed medication for the past _____ days. Your assistance is required to remind him/her to go to the office daily at _____
 _____ (Time)
 _____ Health Assistant Signature _____ Date _____
 pe: Building Administrator

Corvallis School District 509J
FIELD TRIP MEDICATION REQUEST

TEACHER _____ GRADE _____
 DATE OF TRIP _____ DESTINATION _____
 DEPARTURE TIME _____ RETURN TIME _____
 Please give health room staff/school secretary at least three working days notice prior to your field trip so any **medication or training** needed may be prepared for your students. A fanny pack or other bag will be provided for your convenience to carry medication.
Be advised that state law now requires everyone who administers medication to students in school to receive the state approved training. Only those teachers who have received this training will be allowed to:
 Check medication out of the health room for field trips
 Carry medication
 Administer medication
 Medication will need to be signed in and out of the health room and, when you return from your field trip, you must document on the student's medication log that the medication was given.
 Thank you for your cooperation.



Corvallis

SCHOOL DISTRICT

XI.E. Administrative Regulation KG-AR—Facility Usage Rules and Procedures—Revised—For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: October 13, 2014

FOR INFORMATION

SUBJECT: Administrative Regulation KG-AR—Facility Usage Rules and Procedures—
Revised—For Information

Issue: The administrative regulation—Facility Usage Rules and Procedures was reviewed for current practice and procedures. We now have an online facilities reservation program in place. Other updates were made to insurance requirements, the granting of reduced rates for facility users, and rules of conduct for use of district facilities.

Options Considered: Not revising the administrative regulation.

Involvement: District staff.

Consequences: Administrative regulation will remain outdated.

Cost Impact: Unknown

CONTACT PERSON(S): Kevin Bogatin, John Meyer, Kerry Richey, Vickie Taylor

Facility Usage Rules and Procedures

I. POLICY STATEMENT

The district cooperates with the community in providing use of the district facilities when possible without interference with the education and activity programs of the schools or the requirements for maintenance, operation, safety, and security of the ~~physical plant~~ facilities and grounds.

II. APPLICATION PROCEDURE

Groups wishing to use district facilities must complete an ~~on-line~~ facility use application, ~~which may be obtained from the site's building use coordinator.~~ To assure reservations of the facility, the application shall be submitted ~~to the school or building office~~ far enough in advance to allow ample time to properly plan for the use of the facility, preferably 15 working days before the scheduled event, but no more than six months in advance of use. (Long-term users with contracts may be excluded and fall under a separate agreement. For information regarding long-term contract use contact the Facilities ~~and Maintenance~~ Department.) The application must be ~~signed~~ approved by the building use coordinator, and approved ~~by, and on file in~~ the Facilities ~~and Maintenance~~ office prior to usage of facilities.

Proof of liability insurance ~~also~~ is required for ~~long-term users (use occurring for a period lasting more than three months) and intermittent users (use occurring at irregular intervals and/or over a time period of three months or less)~~ all requestors and must be submitted to the Facilities office ~~after~~ before the facility use application has been approved, and at least ~~one business day prior to the use of the facility.~~ can be finalized. Refer to the following sections for insurance requirements.

- VIII. Hold Harmless Agreement
- IX. Insurance Requirements

The facilities ~~may~~ only ~~can~~ be used after the appropriate request and forms have been ~~completed~~ submitted and finalized.

Subject to section III. Availability, it is the building administrator's responsibility to ascertain that the proposed activity:

- A. Will not be harmful to the school facility.
- B. Will not interrupt the school's programs.
- C. Will appropriately fit into the building use calendar.
- D. Will have adequate and appropriate supervision.

- E. Will not cause or allow a breach in security.
- F. Will comply with section XIV. Priority Use.
- G. Has a required clause to hold harmless the district.

The approved application supersedes any prior representations or agreements.

III. AVAILABILITY

- A. The district reserves the right to grant or deny permission for use of facilities at its sole discretion.
- B. Use of district facilities for church, partisan, political, or sectarian purposes may be granted; however, such approval does not imply district endorsement or sponsorship of these activities.
- C. Those organizations that have failed to pay for previous usage will be denied use until the past due debt is paid in full.
- D. Unauthorized use of the district facilities or failure to comply with the facility use application or administrative regulation may result in cancellation of application or denial of any future use.
- E. Nothing shall be sold, given, exhibited, or displayed unless prior written permission is granted by the district.
- F. Priority will be given in accordance with the guidelines established in Section XIV. Priority Use.
- G. Summer use must be scheduled with the building at least five business days prior to the last day of school.

IV. CANCELLATION

Request for the cancellation of the application shall be made to the building use coordinator or the Facilities and Maintenance office no less than 48 business hours preceding the scheduled use of the facility. A regular charge shall be made in accordance with the usage application for the facility engaged and not used unless such notice to cancel is given.

The Board authorizes the superintendent/designee to cancel building use applications when it is apparent that such action is necessary for the best interests of the district. Whenever possible, the district will provide at least a 48-hour cancellation notice if a group's approval to use a facility must be revoked. Should a facility be closed due to loss of utilities, inclement weather, and/or other considerations, every effort will be made to communicate said closure. ~~and the facility use fee will be returned.~~

V. SUPERVISION

All groups using any facility will provide supervision. The building administrator/designee will determine ~~and insert on the building use application~~ the level and type of supervision required and may require that a district employee be present. A district staff representative likely will be required whenever a large group or many children will assemble, or in other situations in which potential for harm to person or property is high.

Disagreements regarding the level of supervision required that cannot be resolved between the requestor and a building administrator/facilities manager should be appealed to the superintendent/designee.

When supervision by a district employee is requested or required the sponsoring group will be charged \$40.00 per hour for food service or other qualified employees. All district employees who are hired by the district to supervise will be paid through the district payroll department.

The district reserves the right to require certified security and/or law enforcement services at any event the administration deems necessary in its sole discretion and to charge the user the actual cost incurred by the district.

VI. SECURITY

District keys or keycards are not to be shared or given to non-district employees without appropriate record keeping and accountability. If the building administrator deems it necessary to issue a key and/or keycard, a \$25.00 deposit is required. The deposit will be retained at the school; it will be refunded when the key and/or keycard is returned or will be forfeited if the key and/or keycard is not returned by the date specified. Keys and keycards must be returned promptly.

VII. SAFETY, LIABILITY, AND CARE OF FACILITIES

Putting up decorations or scenery or moving pianos or other furniture is prohibited unless written permission is granted ~~and inserted on facility use application~~. The use of school equipment and/or furniture is not included in the facility use ~~application and is prohibited~~ unless written permission is **granted** ~~included in the facility use application~~. All electrical equipment and arrangements shall be controlled by the district or its representatives.

Representatives of the district must have access to all rooms at all times. The building administrator, designated supervisor, or facilities manager/designee has the right to stop any activity at any time if in his or her judgment there is a violation of Rules of Conduct for Use of District Facilities, KG-AR section XIII., or if the activity is deemed to be hazardous to personnel, property, equipment, or participants.

Any damages to district (e.g., grounds, building, or equipment) shall also be assumed by the user. If damages occur during the use of a facility, documentation must be provided by the event supervisor detailing the date, time, location, nature of the damage, and the responsible party. The building administrator and the Facilities ~~and Maintenance~~ office should be notified immediately and photos taken if possible.

Returning the facility and/or grounds to the condition it was prior to usage, including cleanup and the return of all keys and/or keycards is the responsibility of the user. Failure to comply will result in additional charges, including the cost of cleanup, repair, re-keying, and possible denial of future facility use.

The maximum number of people permitted in the various buildings or facilities shall be restricted to any and all fire marshal requirements of the National Fire Protection Association (NFPA).

The district assumes no responsibility for personal properties left on the premises.

VIII. HOLD HARMLESS AGREEMENT

User shall release, indemnify, and hold harmless Corvallis School District, its directors, officers, and agents, from any and all claims and liabilities (including costs and attorneys fees) arising out of or in connection with user's use of Corvallis School District facilities. The release and indemnity agreement is intended to release Corvallis School District from any and all claims and liabilities, including but not limited to negligence by the Corvallis School District. This agreement shall appear on the application.

IX. INSURANCE REQUIREMENTS

~~Long-term users (use occurring for a longer period than three months)~~ All requestors shall maintain liability insurance in the amount of not less than \$1,000,000 for comprehensive general liability including bodily injury or death and property damage per occurrence and not less than \$2,000,000 aggregate. User shall also provide workers' compensation coverage that satisfies Oregon law for their subject workers. The district shall be named as an additional insured and provide the district with 30 calendar days' written notice of cancellation or material modification of the insurance contract. A certificate of liability insurance with additional insured endorsement shall be provided by the user ~~upon~~ before approval finalization of the signed facility use application request, and on file in the Facilities office by one business day prior to the event. ~~Intermittent users (use occurring at irregular intervals and/or over a time period of three months or less) may request in writing exceptions for lower limits of insurance with the approval of the district's Risk Management office.~~ User may need to consider purchasing event insurance from an insurance carrier.

Any organization sponsoring the use of a building and/or grounds shall assume liability for any accidents that occur upon the grounds or in the building during the times such facilities are in use under its direction.

X. SPECIALIZED FACILITIES, EQUIPMENT, AND USAGE

A. Gyms and Multipurpose Rooms

Appropriate (non-marking) gym shoes are required for all participants involved in active sports and games.

B. Weight Rooms

Non-district use of weight rooms has special potential of injury to person or damage to property. Therefore, ~~no~~ all weight rooms are ~~not~~ available for use.

C. Kitchens and Cafeterias

1. For activities that would not involve actual food preparation or operation of kitchen equipment (e.g., receptions), access to kitchen facilities will be allowed only under the supervision of an appropriate school employee whose responsibility would be to consult with the district's kitchen manager prior to the activity and to see that kitchen facilities are left as mutually agreed. Supervision would be an additional charge, as referenced in KG-AR section V.
2. For activities involving actual food preparation, district employed kitchen workers must be present. The actual number required depends upon the activity and must be determined by the district Food Service kitchen manager or director at an additional charge, as referenced in KG-AR section V.

D. Computer Labs, Food Labs, Technology Classrooms, Mat Room

Non-district use of computer labs, food labs, technology classrooms (e.g., auto or wood shops), arts rooms (e.g., photo, ceramics, jewelry labs), or mat room have special potential for damage to property or theft, as well as liability, and is generally prohibited.

The district electronic communication system has not been established as a public access service or a public forum. Commercial and/or inappropriate personal use of the district's system is strictly prohibited.

E. Playing Fields

Users renting playing fields without access to restroom facilities may be required to provide portable restrooms and garbage service for participants. Failure to comply will result in denial of future use. The district also reserves the right to restrict the use of fields due to weather or over-use.

F. Administration Office

The Corvallis School District 509J administration buildings have special potential for liability and are generally are not available for outside use.

G. District Theaters

A separate facility use policy exists for the use of district theaters. Applications ~~may~~ ~~can~~ be made by contacting the district theaters manager.

XI. RATE CATEGORIES

A. Groups Granted Free Use

The following groups, organizations, or activities will be granted free use of district facilities providing such use shall in no way interfere with or be detrimental to school functions. Such free use will be limited to those times when a district employee is on regularly scheduled duty. A charge will be made for the use of the facility when a district employee is required to be present or when extra heating, utility costs, or cleanup are incurred beyond the normal operating hours.

1. Parent club meetings and activities.
2. After-school district sponsored activities.
3. Wellness activities for district employees only.
4. Fundraising activities for educational, athletic, or fine art purposes benefiting district programs.
5. Educational meetings or conferences pertaining to the operation of the district.

B. Groups Granted a Reduced Rate

1. Specialized Instruction

Individuals who provide individual instruction to enhance academic, athletic, or fine arts achievement of district students will be required to follow the facility use application procedure and submit proof of liability insurance ~~or a signed waiver of insurance~~. The building administrator must approve all applications before any instruction can take place. (Example: early bird and after school classes.) ~~Reductions in rates will be assessed within the on-line approval process.~~

2. Other Groups

Other groups or organizations may ~~apply~~ ~~qualify~~ for a reduced rate ~~based on~~ answering questions listed in the on-line request. ~~by submitting a Reduced Rate Request form annually.~~ The requests will be accepted or rejected depending on whether they advance the district's education goals. Factors taken into consideration when granting a reduced rate include, but are not limited to:

- ~~Are only students participating?~~
- Only 509J district students benefit?
- Only 509J district students and other school districts' students benefit?
- May all students participate "no cut"?

- Is this event open to the public?
- Do you charge a participation fee?
- Do you charge an attendance fee?
- What is the non-profit, tax exempt status of the group?
- ~~Are fees are charged to participants?~~

C. Groups Expected to Pay Regular Rate

The following groups, organizations, or activities will be expected to pay regular rate, as prescribed by the district’s fee schedule.

1. Schools other than those in the district.
2. Political organizations.
3. Commercial organizations.
4. Religious organizations.
5. Professional organizations.
6. Fraternal organizations.
7. Outside Labor Unions.
8. Social groups.
9. Recreational groups not covered by long-term use agreements.
10. Fund raising activities where the net proceeds are identified and retained for other than school district programs.

D. Payment on Approval of Permit

Payment, when required, for use of a district facility shall be made to the district business office upon receipt of invoice from the Corvallis School District. Failure to pay will disqualify the group or user from use of district facilities.

~~**XII. REDUCED RATE REQUEST FORM**~~

~~All users requesting use at a reduced rate must fill out and submit a Reduced Rate Request for Corvallis School District 509J Facilities form. The form must be submitted with the users application to the facility they are requesting to use and The request must be approved by the building administrator before being submitted to the Facilities and Maintenance office for final approval.~~

XIII. RULES OF CONDUCT FOR USE OF DISTRICT FACILITIES

~~A.~~ When scheduling use, requestors are required to electronically agree to terms for Use of School District Property certifying they have read, understand, and will comply with the conditions. Any exceptions to the rules and regulations covering the community use of buildings or grounds must require written approval.

~~A.~~ Users are required to sign the Application and Agreement for Use of School District Property certifying they have read, understand, and will comply with the conditions stated on the reverse side of that application under Rules for the Use of District Facilities before facility use is granted.

~~B.~~ The facility use application shall list any exceptions to the rules and regulations covering the community use of buildings or grounds that users are required to follow.

XIII. PRIORITY USE

The district supports the community education concept, encouraging the use of district facilities by the community for recreation, education, and service activities. There is a strong desire to be supportive of as many services and opportunities for patrons as possible. The district acknowledges that community programs and groups must work together collaboratively to ensure the success of all programming options.

The district reserves the right to restrict use of facilities at any time during the year due to condition and safety. Notice will be posted and every effort will be made to contact groups with pending reservations should facilities be closed.

The district additionally reserves the right to cancel outside use of facilities due to loss of utilities, inclement weather, and/or other considerations. Every effort will be made to communicate said closures.

Unused facilities may be rented under conditions separate from the guidelines described within this document; unused classrooms within facilities currently operating as 509J schools may also be leased to community groups fostering an opportunity that fits the needs of the district or school, e.g., early childhood programs operating in elementary schools.

Long-term (longer than three months) rental/leases of district facilities (both active schools and inactive facilities) may require a negotiated contract and will be reviewed on a case by case basis with specific review as to the potential impacts on the educational environment. The guidelines noted within this document are intended for use specifically with short-term situations.

A. Key Considerations for Developing Priorities

1. Does it serve our students?
2. Does it help our students meet identified achievement goals?
3. Does it promote better learning for our students?
4. Does it promote an opportunity for all to learn skills and sportsmanship?
5. Does it meet community's need for after school care and help keep our students safe and supervised?
6. Does it serve the needs of the community?

B. School Day Priorities

1. First priority will be given to Corvallis School District programs. No outside use will be considered until district program needs, including athletics and activities, are met. Student program needs will outweigh the needs of programs focused on staff.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.

3. Third priority will be given to volunteer organizations with the primary focus to support district students in district curriculum.
4. Other outside uses during the school day are generally prohibited.

C. Non School Day and After School Day Priorities

1. First priority will be given to Corvallis School district programs. No outside use will be considered until district maintenance and educational program needs (including, but not limited to parent open houses, performances, athletics, and activities) are met. Student programs will receive priority scheduling over adult/staff programs.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.
3. Third priority will be given to non-profit programs designed to build skills of district students in non-cut/all-play activities allowing every interested student to participate.
4. Fourth priority will collaboratively take into consideration the need for non-profit programs designed to develop skills of district students in competitive activities and non-profit adult recreation.
5. Fifth priority will be given to non-profit groups and government organizations conducting activities for adults, or intended for mixed adult and youth participants.
6. Sixth priority will be given to organized groups not recognized as non-profit or private individuals engaging in activities for the benefit of students and community patrons.
7. Final priority is fund-raising activities, with priorities given first to non-profit groups, then to private individuals, and lastly, to for-profit organizations.

D. Additional Guidelines

1. Meetings will be held seasonally for the purpose of allocating facilities and fields. Meeting dates and times will ~~may be scheduled determined~~ by the Facilities and Maintenance office. Participants will include representatives from the Corvallis School District 509J and contracted community partners such as Boys and Girls Club and the City of Corvallis.
2. Practices for individual teams within priority programs may be limited so the district's available space serves as many community needs as possible.
3. Age-appropriate placement is advised whenever possible (i.e., middle school aged programming should be scheduled at a middle school, elementary programming should be scheduled at an elementary school). It is recommended that adult activities be placed at either high school or middle school facilities.
4. Age-appropriate timing is preferred.

XV. FEE SCHEDULES

Fees include user’s set up and break down times needed to access the building or grounds. Fees also are determined by school days (non-school hours) and non-school days. Non-school days are charged at a higher rate than school days (non-school hours). Additional fees may be charged to the user if supervision, kitchen, or custodial staff is required.

XVI. FACILITY AND FIELD USAGE FEES

	School Days (non-school hours)	Non-School Days ^{4,*}
	Hourly Rate	Hourly Rate
ELEMENTARY/K-8 SCHOOL FACILITIES (including Harding)		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs) ^{5,**}	\$ 18.00	\$ 26.00
Cafeteria (Garfield & Mt. View)	\$ 33.00	\$ 52.00
Cafeteria & Kitchen ^{6,***}	\$ 46.00	\$ 65.00
Gymnasium	\$ 39.00	\$ 77.00
All Fields Per Field	\$ 20.00	\$ 20.00
	(\$60/Day Max for Fields)	(\$60/Day Max for Fields)
MIDDLE SCHOOL FACILITIES		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs, mat room) ^{5,**}	\$ 18.00	\$ 26.00
Linus Pauling Auditorium	\$ 33.00	\$ 52.00
Cafeteria	\$ 46.00	\$ 72.00
Cafeteria & Kitchen ^{6,***}	\$ 65.00	\$ 90.00
Large Gymnasium	\$ 49.00	\$104.00
Small Gymnasium	\$ 39.00	\$ 77.00
Football Field/Track	\$ 20.00	\$ 20.00
All Other Fields Per Field	\$ 20.00	\$ 20.00
HIGH SCHOOL FACILITIES		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs, mat room) ^{5,**}	\$ 18.00	\$ 26.00
Cafeteria	\$ 46.00	\$ 72.00
Cafeteria & Kitchen ^{6,***}	\$ 65.00	\$ 90.00
Large Gymnasium	\$ 77.00	\$104.00
Small Gymnasium	\$ 39.00	\$ 77.00
CHS Artificial Turf/Track ^{7,****}	\$ 85.00	\$ 85.00
CVHS Football Field/Track	\$ 20.00	\$ 20.00
All Other Fields Per Field	\$ 20.00	\$ 20.00

Special Use Permit Fee (all facilities)

1. All fees charged in hourly increments only. Reduced rate may apply to some areas.
2. Certificate of Liability Insurance ~~may be~~ **is** required.
3. District Theaters have a separate rate sheet that can be obtained from the District Theaters Office.
4. ^{*}Supervision or Custodial coverage may be required ~~on non-school days~~ at an additional rate of \$40/hour.
5. ^{**}Use of special classrooms generally prohibited, but use may be granted on a case-by-case basis.
6. ^{***}Cafeteria and Kitchen—Permission from Food Service/additional charge for kitchen supervisor required.
7. ^{****}CHS Artificial Turf/Track subject to approval by Athletic Director & Facilities.



Request must be received 15 business days prior to your event

Reduced Rate Request

For Corvallis School District 509J Facilities

Requesting Organization _____ **Date** _____

Organization Description (check one):

- Non-profit, tax exempt status designation (attach copy of IRS certification)
- Corvallis School District 509J
- Benton County/City of Corvallis
- Business
- Individual

Event Title _____ **Date of Event** _____

Organization Representative (print name) _____

(First)

(Last)

Mailing Address (print) _____

(Street or PO Box)

(City)

(State)

(Zip)

Daytime Contact Number (____) _____

Briefly describe the activity for which you are requesting fee reduction for use of a facility: _____

1. Do only district students benefit? Yes No What grade levels _____

(75-100% reduction of facility use fee may apply)

2. Do both district and non district students benefit? Yes No What grade levels _____

(50-100% reduction of facility use fee may apply)

3. May all students participate ("no cut") Yes No

4. Do you charge a fee? Yes No How much \$ _____

What for? _____

5. Will scholarships be offered? Yes No

6. In season sport? Yes No

7. Total Attendees _____ # Adults _____ # Students _____

Signed _____ **Date** _____

Building Administrator _____ **Date** _____

Application request attached Certificate of liability insurance attached

For Facilities Office Use Only

1. Organization/Individual meets the basic eligibility requirements for a fee exemption/reduction? Yes No

2. Is the facility use application approved for the dates and times requested? Yes No

3. Will the district incur extra costs (i.e., additional staff time) if this fee exemption is granted? Yes No

(If "yes" approximately how much additional cost and for what?) \$ _____ for _____

Facilities Administrator _____ **Date** _____

This application for an exemption/reduction of rental fees is:

Approved Reduction Terms _____

Denied Reason Denied _____



Corvallis
SCHOOL DISTRICT

XII. 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