



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Monday, December 15, 2014 5:30 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](mailto: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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Monday, December 15, 2014  
5:30 PM

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

Meeting Details: Monday, December 15, 2014, 5:30 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. 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

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

### **Important information**

- A. The board secretary will sort the *Request to Address the Board* cards, 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

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

## II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: [schoolboard@corvallis.k12.or.us](mailto: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

## VII. SPECIAL REPORTS

VII.A. Innovation Grant Update

VII.B. Linn Benton Lincoln Education Service District (LBL ESD) Local Service Plan

# **Local Service Plan 2013-2015**



**Linn Benton Lincoln Education Service District**

**905 4<sup>th</sup> Avenue SE**

**Albany, Oregon 97321-3199**

**[www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)**

**541-812-2600**

# **LBL Local Service Plan 2013-2015**

## **Administrative Services**

Superintendent: Susan Waddell

Superintendent Designate: Mary McKay

Assistant Superintendent: Don Dorman

Chief Financial Officer: Angie Peterman

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## **Introduction: Linn Benton Lincoln Education Service District**

LBL comprises 12 component school districts and approximately 34,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board. LBL has an annual budget of approximately \$48 million and work force of approximately 200 employees.

LBL serves educational agencies, districts, and schools across the state with high-quality services, and programs that are practical, reliable and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students and families meet Oregon's educational goals.

### **LBL Programs Include:**

- Administrative Services – Providing a Full Range of Business Office Functions and Business Information Systems
- Cascade Regional Program - Services for Low Incidence High Needs Students in Vision, Hearing, Orthopedic Impairment and Autism
- Early Intervention/Early Childhood Special Education - Providing Early Intervention and Early Childhood Special Education Classrooms
- Information Systems - Student Information Systems Suite, Help Desk Support, Student Achievement and Instructional Technology
- Long Term Care and Treatment Education Program - Education Services for Students Placed in Residential and Day Treatment
- Network and Facility Services - Wide and Local Area Networks, Data Center Services and Facilities Management
- Special Education and Evaluation Services – TAG, Special Education, Education Evaluation and Consultation Services for Students
- Student and Family Support Services - Attendance and Behavior Support for Students and Families

### **LBL Vision**

To be a responsive and transparent organization that supports districts in helping every child succeed.

### **LBL Values**

- Success for all students;
- Relationships that are built on trust, responsiveness and honesty;
- The Four “E”s of Excellence, Equity, Efficiency and Effectiveness;
- Accountability!

### **LBL Agency Goals**

**Goal 1.** Support success for all students by delivering excellent, equitable and efficient services.

**Goal 2.** Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations.

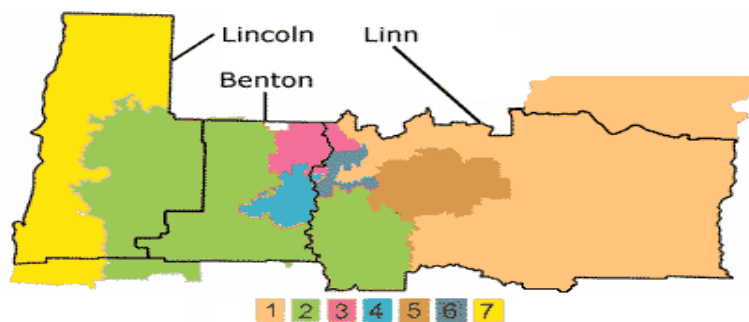
**Goal 3.** Pursue long term financial stability.

## Governance

LBL Board of Directors, Superintendent, and staff serve districts, schools and students by providing flexible, effective, and efficient educational services.

<b>Board of Directors</b>		
Zone	Member	Term Expires
1	Heather Search	6/30/2017
2	Mylrea Estell	6/30/2017
3	Frank Bricker	6/30/2017
4	David Dowrie	6/30/2017
5	Terry Deacon	6/30/2015
6	Jan Doerfler	6/30/2015
7	David Dunsdon	6/30/2015

<b>Budget Committee</b>			
Zone	District	Member	Term Expires
1	Sweet Home	Jason Redick	6/30/2014
2	Philomath	Rose Cook	6/30/2013
3	Albany	Lyle Utt	6/30/2013
4	Corvallis	Chris Rochester	6/30/2015
5	Lebanon	Russ McUne	6/30/2014
6	Albany	Micah Smith	6/30/2015
7	Lincoln County	Ron Beck	6/30/2014
	At Large	Dale Keene	6/30/2013



**Board Zones**

## **LBL'S COMPONENT SCHOOL DISTRICTS**

### **Valley Coast Superintendent Association (VCSA)**

Alsea School District 7J, Marc Thielman Superintendent

Central Linn School District 552C, Brian Gardner Superintendent

Corvallis School District 509J, Erin Prince Superintendent

Greater Albany School District 8J, Maria Delapoer Superintendent

Harrisburg School District #7, Brian Wolf Superintendent

Lebanon Community School District #9, Rob Hess Superintendent

Lincoln County School District, Tom Rinearson Superintendent

Monroe School District 1J, Randy Crowson Superintendent

Philomath School District 17J, Dan Forbess Superintendent

Santiam Canyon School District 129J, Todd Miller Superintendent

Scio School District 95, Gary Tempel Superintendent

Sweet Home School District 55, Don Schrader Superintendent

## **2014-2015 Resolution for the Local Service Plan**

### **Valley Coast Superintendent Association (VCSA)**

#### **Resolution Service Allocation**

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

#### **Tier 1 Resolution Services**

Tier 1 contains services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded out of the 90% of the SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information System
- Student Information System Suite
- TIENet Special Education Records System
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education Evaluation and Consultation Center (School Psychologists, Speech Language and other special education assessment personnel) includes EI/ECSE Evaluations
- Severely Disabled Support and Consultation
- Interpreter/Translation Services for Special Needs Families
- Home School Registration and Assessment Tracking

**Tier 2 Resolution Services**

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. 98% of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2012 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain a stable program. LBL and its component school districts will stay within the constraints of our agreements, yet provide flexibility in the use of funds. We further agree to:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and local superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1<sup>st</sup> of each year when possible
- Estimates of available resolution funding will be provided in April

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, LBL Tier 2 resources, may be used to acquire services with contractors other than LBL if the service is not provided by LBL.

**Amendments to the Local Service Plan**

If the component school districts approve an amendment to a local service plan, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts.

By \_\_\_\_\_ School District

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<b>LBL Board Chair</b>	<b>Date</b>	<b>School District Board Chair</b>	<b>Date</b>
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## LBL Planning Calendar for Developing and Approving Resolution Services

- \* **September and October**  
Visit and interview districts to discuss service level satisfaction, performance measures, and emerging needs. Survey electronically as needed.
- \* **November**  
Present VCSA with draft resolution plans for the next biennium. Revise the local service plan as described under ORS 334.175(1) and with input from superintendents.
- \* **December**  
VCSA Superintendents review each service provided in detail and the upcoming year's estimated costs included in a draft of the next Local Service Plan.
- \* **January**  
VCSA finalizes services and agreements for local service plan under ORS 334.175(1) that will be taken to LBL Board of Directors for adoption for the biennium.
- \* **February**  
After being adopted by the LBL Board of Directors the local service plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur during February or by March 1<sup>st</sup>.
- \* **March**  
Notify LBL staff of changes in service requirements as established in the Local Service Plan.
- \* **April and May**  
LBL acquires the necessary staffing, equipment, and technology to deliver the services required or services are brokered through other sources.

### **Assessment of Services: Regional Advantage and Infrastructure Capacity**

- LBL can provide the service more **efficiently** due to regional presence
- LBL can provide the service more **effectively** due to regional presence
- ESD has existing capacity to add proposed service
- Proposal includes expansion of LBL capacity as needed in order to provide proposed service

**Administrative Services  
Business Services**

The LBL ESD Business Service Department provides services to assist schools, districts, and LBL in day-to-day business operations.

Service Description	Funding Source	Performance Measure	
<b>Business Services</b> Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.	<b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services	<b>Agency Goal #3</b> Pursue long term financial stability.	<b>Program Goal</b> Retain current and expand future BIS customer base to insure long term viability.
<b>Courier Service</b> Delivery of goods and equipment to component districts via a twice-weekly schedule.	<b>Non-Resolution Funds and Tier 1 Resolution Funds</b>		
<b>Business Information System</b> Delivery and support of Infinite Visions business information system software (including help desk) to component school districts.	<b>Tier 1 Resolution Service</b> Customer Service Representatives, Licenses and support staff.	<b>Output Measure:</b> Increase number of districts acquiring LBL BIS services from the current count of 31. Conduct an annual customer satisfaction survey.  <b>Satisfaction Measure:</b> Customer satisfaction survey will reflect a 95% level of satisfaction with support services received and identify areas of future focus.	
<b>Business Information System</b> Delivery and support of Infinite Visions business information system software (including help desk) to the following non-component school districts: Athena Weston    Morrow County    North Central ESD Condon            Woodburn            Milton Freewater Mt. Angel        Eddyville            St. Paul Falls City        Springfield          Gervais Siletz Charter    Jefferson            Pleasant Hill Klamath Falls    Pilot Rock	<b>Non-Component District Contracts</b> BIS Customer Service Representatives, travel, software licenses, supplies and fees.		
<b>Business Administration Services</b> Assist districts to prepare and maintain budgets, meet audit and ODE reporting requirements, and maintain general ledger, Process payroll, A/P, reconcile employee benefits, prepare tax payments, process PERS payments. <i>Component Districts Served:</i> Sweet Home and Lincoln County School Districts <i>Non-Component Districts Served:</i> Eddyville    Falls City School District    Siletz Charter	<b>Contracts or through Tier 2 Resolution agreements</b> Payroll and Accounts Payable Clerks, and travel.	<b>Impact Measure:</b> <ul style="list-style-type: none"> <li>• BIS software and support services will be low cost, efficient and effective.</li> <li>• Increased long-term financial viability of regional services.</li> </ul>	
<b>Administration Services</b> Tier 2 contracts for non-LBL Services	<b>Contracts or through Tier 2 Resolution agreements</b>		

## Administrative Services Superintendent and Board

Service Description	Funding Source	Performance Measure	
<p><b>Superintendent's Office</b> Provide leadership for the LBL region and support local districts. Make conference space and training labs available.</p>	<p><b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services</p>	<p><b>Agency Goal #1</b> Support Success for all students by delivering excellent, equitable, efficient and effective services.</p>	<p><b>Output Measure:</b> Visit Component sites throughout the year. Develop/approve Local Service plan.</p>
<p><b>Board of Education</b> Support the Board of Directors on legal and policy issues including bargaining contracts, litigation and issues related to Board action.</p>	<p><b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services Travel, training and supplies</p>	<p><b>Agency Goal #2</b> Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations.</p> <p><b>Agency Goal #3</b> Pursue long term financial stability.</p>	<p><b>Satisfaction Measure:</b> Conduct customer service satisfaction survey and attain an average rating of 4 or better on a 5 point scale.</p> <p><b>Impact Measure:</b> All component school districts will maintain or increase current service levels.</p>
<p><b>Human Resources Services</b> Deliver effective strategies in hiring practices, supervision of employees, bargaining contracts, and benefits management.</p>	<p><b>Non-Resolution Funds</b> Generated from 10% of State School Fund and Indirect Fees on Services</p>	<p><b>Agency Goal #2</b> Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations.</p>	<p><b>Program Goal #1</b> 90% of new employees will agree/strongly agree that the hiring process experience positive.</p>
<p><b>Web Design and Maintenance</b> Specialized Web development services and district intranet content management</p>	<p><b>Non-Resolution Funds</b> Web Master and Documents Technician</p>		<p><b>Program Goal #2</b> Three months after date of hire, 90% of new employees will report via survey that the new employee orientation process provided information that has been used successfully in the workplace.</p>

## Cascade Regional Program

### Services for Low Incidence High Needs Students in Vision, Hearing, Orthopedic Impairment and Autism

Service Description	Funding Source	Performance Measure
<p><b>Cascade Regional Program</b> Provides support for children with vision impairment, hearing impairment, severe orthopedic impairment, and autism spectrum disorder. The program’s staff consists of licensed teachers in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction, and adaptive materials. Includes transits to South Coast ESD</p>	<p><b>ODE Contract</b> Program Administrator, Administrative Assistant, Educational Assistants, Licensed Staff, travel, training, consulting, and supplies</p>	<p><b>Agency Goal #1</b> Support Success for all students by delivering excellent, equitable, efficient and effective services.</p>
		<p><b>Program Goal #1</b> 100 % of the student evaluations by Cascade Regional staff will completed within the required 60 school day timeline for special education. (Output data).</p>
<p><b>Support Services to Special Needs Students</b> LBL provides services specific to individual district programs. Occupational and Physical Therapy and Augmentative Communication Program.</p>	<p><b>Contracts or through Tier 2 Resolution agreements</b> Augmentative Comm. Speech Language Pathologist Assistants Occupational and Physical Therapists</p>	<p><b>Program Goal #2</b> 95% of teachers surveyed will agree or strongly agree that evaluation reports are comprehensive and provide helpful information for student planning.</p>
		<p><b>Program Goal #3</b> 80% of students in ASD social skills group will report an increase in their ability to initiate and participate.</p>

## Early Intervention/Early Childhood Education

### Providing Early Intervention and Early Childhood Education Services

Service Description	Funding Source	Performance Measure
<p><b>Early Intervention/Early Childhood Special Education (EI/ECSE)</b> The EI/ECSE program provides assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff provide a continuum of services, both consultative and direct and for children transitioning into kindergarten programs. Includes transits to South Coast ESD</p>	<p><b>ODE Contract</b> Program Administrators, Administrative Assistant, Custodian, Educational Assistants, Registrar/secretary, SLP Assistants, Licensed Staff, travel, training, consulting and supplies</p>	<p><b>Agency Goal #1</b> Support Success for all students by delivering excellent, equitable, efficient and effective services.</p>
		<p><b>Program Goal #1</b> Children will demonstrate progress in: The Acquisition and Use of Knowledge and Skills The Use of Appropriate Behaviors to Meet Needs</p>
		<p><b>Program Goals #2</b> Staff will demonstrate improved skills in Positive Behavior Intervention and Supports (PBIS) in support of children’s social-emotional development.</p>

**Information Systems**  
**Supporting Instructional Improvement through Technology**

Service Description	Funding Source	Performance Measure
<p><b>Network Systems Analysts</b>  System analysts support all information systems, legacy systems, network, and state reporting requirements.</p>	<p><b>Tier 1 Resolution Service</b>  System Analysts, training, and supplies</p>	<p><b>Agency Goal #1</b> Support success for all students by delivering excellent, equitable, efficient and effective services.</p>
<p><b>Data Warehouse Services</b>  * Data Warehouse  * Data analysis and programming support</p>	<p><b>Tier 1 Resolution Service</b>  Programmer, Licenses, Training</p>	<p><b>Agency Goal #3</b> Pursue long term financial stability.</p>
<p><b>Help Desk Service</b>  Support for all areas of technology including information systems and network services. These include: State reporting, Instructional Technology, SIS, and Legacy Systems</p>	<p><b>Tier 1 Resolution Service</b>  Customer Service Representatives (CSR), Travel, training, and supplies</p>	<p><b>Program Goal #1:</b> Increase WebSIS development efficiency and related project completion rates by implementing new project management strategies and tools and more effectively monitoring productivity.</p>
<p><b>LBL Student Information System</b>  A suite of student information records management software applications specifically tailored for Oregon schools</p>	<p><b>Tier 1 Resolution Service</b>  Help Desk, Programmers, travel, training, software, supplies and equipment</p>	<p><b>Output Measure:</b> Report on implementation of Project Management strategies and tools.</p> <p><b>Satisfaction Measure:</b> Pre- and post- satisfaction surveys of district staff.</p>
<p><b>LBL Student Information System</b>  A suite of student information records management software applications specifically tailored for Oregon schools <i>Non-Component Districts on LBL SIS Suite:</i>  * Athena Weston      * Mt. Angel  * Pilot Rock            * Jefferson  * Lake                    * Prospect  * Falls City              * Silver Falls  * Pleasant Hill        * Amity  * Regis High School   * Four Rivers Charter  * Component Charter Schools</p>	<p style="text-align: center;"><b>Non-Component Contracts</b></p> <p>Help Desk, Programmers, travel, training, software, supplies and equipment</p>	<p><b>Program Goal #2:</b> Reduce WebSIS reported errors and maintenance issues to less than 10% of total production.</p> <p><b>Output Measure:</b> Measure quantity of reported maintenance issues via Response Tracking (RT) versus total programmer and CSR WebSIS-related workload.</p> <p><b>Satisfaction Measure:</b> Surveys of district staff -- questions about improvements in product quality</p>
<p><b>Special Education Records Management TieNET</b>  Software license, help desk support, training and state reporting for Special Education Records. Cost is based on a per IEP amount.</p>	<p><b>Tier 1 Resolution Service</b>  Customer Service Representatives (CSR), travel, training, software and supplies</p>	<p><b>Program Goal #2:</b> Reduce reported errors and maintenance issues to less than 5% of total production.</p>

Service Description	Funding Source	Performance Measure
<p><b>Special Education Records Software: TIENET</b>  <i>Non-Component Districts on TIENET Software:</i>            Adel, Amity, Ashwood, Baker, Bethel, Blachley, Black Butte, Camas Valley, Crook County, Crow-Applegate, Culver, Dayscreek, Douglas ESD, Estacada, Elkton, Falls City, Gervais, Glendale, Glide, Harney ESD, Harney #1 (Crane HS), Harney #3 (Burns), Harney #4 (Crane Elementary), Jefferson, Jefferson County (509J), Jefferson ESD, Lake County, Lake ESD, Lowell, Mckenzie, Marcola, Mt Angel, North Douglas, North Lake, Oakland, Oakridge, Oregon Dept. of Corrections, Oregon Trail, Paisley, Pleasant Hill, Plush, Riddle, Roseburg, Sheridan, Silver Falls, Sisters, South Lane, South Umpqua, Sutherlin, Winston-Dillard, Yamhill-Carlton, and Yoncalla</p>	<p><b>Non-Component Contracts</b>            Customer Service Representatives, travel, training, licenses and supplies.</p>	<p><b>Output Measure:</b> Measure quantity of reported maintenance issues via RT versus total programmer and CSR WebSIS-related workload.  <b>Satisfaction Measure:</b> Surveys of district staff -- questions about improvements in product quality</p>
<p><b>School Improvement and Student Achievement Support</b>            Facilitate regular meetings of district curriculum staff and facilitate region-wide professional development.            Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement.</p>	<p><b>Non-Resolution Funds</b>            Generated from 10% of State School Fund and Indirect Fees on Services</p>	<p><b>Program Goal #3:</b> Provide timely, relevant, research-based instructional support to districts.  <b>Output Measure:</b> Document all related activities.  <b>Satisfaction Measure:</b> Regular check-in during Curriculum and Federal Program Directors meetings.</p>

**Long Term Care and Treatment Education Program  
 Education Services for Students Placed in Residential and Day Treatment**

Service Description	Funding Source	Performance Measure
<p><b>Farm Home School</b>            Serves a rotational population of students in residence and day treatment at Children’s Farm Home. These students have been referred from counties statewide for assessment, stabilization or treatment of mental health disorders.</p> <p><b>Wake Robin School</b>            Supports children in day treatment.</p>	<p><b>ODE Contract</b>            Program Administrator, Educational Assistants, Registrar, Administrative Assistant, Custodian, Licensed Staff, training and supplies</p>	<p><b>Agency Goal #1</b> Support success for all students by delivering excellent, equitable, efficient and effective services.</p> <p><b>Program Goal #1</b> Students enrolled at least 90 days will demonstrate academic progress.</p> <p><b>Program Goal #2</b> Students will make personal growth toward behavioral goals supporting their transition back to school and community.</p>

**Network and Facility Services**  
**Wide and Local Area Networks, Data Center Services and Facilities Management**

Service Description	Funding Source	Performance Measure
<p><b>Wide Area Network (WAN)</b>            Through skilled technical support staff, provide data circuits and bandwidth services. Provide proactive client data protection services. Maintain circuit uptime, provide notification of district bandwidth needs, filter network traffic.</p>	<p><b>Tier 1 Resolution Service</b>            Program Administrator, Network Analysts, Network Engineers, training, and supplies</p>	<p><b>Agency Goal #1:</b> Support success for all students by delivering excellent, equitable, efficient and effective services.   <b>Program Goal:</b> Data circuit uptime of 99% or higher/year.</p>
<p><b>Support Local Area Networks and Desktop Technicians</b>            Hire and support staff as needed by local districts.</p>	<p><b>Contracts or through Tier 2 Resolution agreements</b>            Desktop Tech and Network Analysts</p>	<p><b>Agency Goal #2:</b> Foster positive relationships by strengthening communication systems   <b>Program Goal:</b> Provide network support services tailored for each district.</p>
<p><b>Facility Management</b>            Maintain the LBL Facility and Conference Center for use by educators throughout the region.</p>	<p><b>Non-Resolution</b>            Generated from 10% of State School Fund and Indirect Fees on Services</p>	<p><b>Agency Goal #3:</b> Pursue long term financial stability.   <b>Program Goal:</b> Proactive management for all aspects of the agency's maintenance needs</p>

**Special Education and Evaluation Services**  
**Evaluation of Students with Special Needs and Direct Service and Consultation**

Service Description	Funding Source	Performance Measure
<p><b>Evaluation Services</b>            Education Evaluation and Consultation Center (EECC) provides a variety of evaluation and consultation.</p>	<p><b>Tier 1 Resolution Service</b>            Program Administrator, Staff, Travel, and Training</p>	<p><b>Agency Goal #1</b> Support success for all students by delivering excellent, equitable, efficient and effective services.   <b>Program Goal #1</b> Provide evaluation reports to assist districts with determining eligibility.</p>
<p><b>Services to Students with Severe Disabilities</b>            Transits to districts and regional consultation for students with disabilities.</p>	<p><b>Tier 1 Resolution Service</b>            Licensed Staff and travel. Transits to districts</p>	<p><b>Program Goal #2</b> Meet the evaluation demands of the districts and assist in timeline compliance.</p>
<p><b>Support Services to Students</b>            LBL provides services specific to individual district programs. Includes SLP, OT/PT, School Psych</p>	<p><b>Contracts through Tier 2 Resolution Agreements</b></p>	<p><b>Program Goal #3</b> The Response to Intervention team will provide helpful, clear guidance to districts on building capacity for RTI</p>

**Student and Family Support Services**  
**Serving Children with Behavior, Social Service, and Academic Achievement Needs**

Service Description	Funding Source	Performance Measure
<p><b>Home School Support</b>            LBL registers and provides support for home school students and their parents residing in the LBL region.</p>	<p><b>Tier 1 Resolution Service</b>            Registrar and Test Score Database</p>	<p><b>Agency Goal #1</b> Support success for all students by delivering excellent, equitable, efficient and effective services.</p>
<p><b>Attendance Services</b>            LBL assists schools, students, parents, and guardians by supporting regular school attendance. Intervention with students who have excessive absences or who are not enrolled in an education program. Provide schools feedback about student attendance practices.</p>	<p><b>Contracts or through Tier 2 Resolution Agreements</b>            Program Administrator, Administrative Assistant, Attendance Officers, Fees to Sheriff</p>	<p><b>Program Goal #1</b> Attendance Services: 80% of students referred to LBL Attendance Officers will be enrolled and participating in an education program at the end of the school year.</p>
<p><b>Behavior Consultants</b>            Behavior support services that provide positive youth development and management of students with social, emotional, and behavioral challenges.</p>	<p><b>Contracts or through Tier 2 Resolution Agreements</b>            Behavior consultants, travel, training and supplies.</p>	<p><b>Data Collection Tool:</b> End of the year review of data in student database.</p>
<p><b>Family Support Liaisons</b>            Assist youth and their families in acquiring the resources, support, agency services, skills, and positive opportunities they need to achieve success at school.</p>	<p><b>Contracts or through Tier 2 Resolution Agreements</b>            Family Support Liaisons, travel, training and supplies</p>	<p><b>Program Goal #2</b> Behavior consultation Services: 90% of school staff surveyed report the consultation and intervention provided by their LBL behavior consultant results in improved student behavior.</p>
<p><b>Family Support Liaison/Behavior Consultant</b>            This is a grant from the Linn County Commission on Children and Families to provide services to targeted Linn County School Districts.</p>	<p><b>County Grant</b>            Family Support Liaisons, Behavior Consultants, travel, training and supplies</p>	<p><b>Data Collection Tool:</b> Survey responses from each of the primary district/building contacts for the behavior consultants.</p>
<p><b>DHS/Administrative Medicaid</b>            LBL oversees a survey process to determine administrative Medicaid fundable activity. Funds generated through this process transit back to districts.</p>	<p><b>Contracts or through Tier 2 Resolution agreements</b>            Program Administration, Administrative Assistant, and contract services</p>	



**LBL ESD Services  
For**

Steve Nielsen, Director of Business Services  
1555 SW 35<sup>th</sup> Street  
Corvallis, OR 97339-1198  
Tax ID #93-6000205

**Corvallis School District  
2014-2015**

<b>LBL Administrative Services</b>		
<b>Tier 1 Resolution Services</b>		
<b>Service Description Program Title:</b>	<b>Amount or Level of Service</b>	<b>LBL Contact Person</b>
<b>Business Information Base System</b>	Ongoing Support and Training	Angie Peterman 541-812-2612

<b>LBL Administrative Services</b>					
<b>Additional Services (Tier 2 or District Funds)</b>					
<b>Service Description Program Title:</b>	<b>Staff Member(s) or Pool &amp; FTE</b>	<b>District Contact Person and/or Supervisor</b>	<b>LBL Supervisor and Contact Person</b>	<b>Cost of Service</b>	<b>Revenue Source</b>
<b>CIS Connections Funding</b> to support CIS coordinator and district licenses	Rynda Gregory	Supervisor: n/a  Contact Person: Rynda Gregory	Supervisor: n/a  Contact Person: Mary McKay 541-812-2601	\$ 2,216	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Extended Learning Paraprofessional</b> 1.0 FTE Corvallis and Crescent Valley high schools in support of online students and other duties as assigned by the district.	Kathleen Muravez 1.0 FTE	Supervisor: Eric Wright  Contact Person: Eric Wright	Supervisor: Jean Orr 541-752-9281  Contact Person: Jean Orr 541-752-9281	\$ 54,150	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Library Media Services Support</b> Provide media support to schools as assigned by the district.	Susie Beckers, Library Media Specialist .4 FTE	Supervisor: Eric Wright  Contact Person: Eric Wright	Supervisor: Jean Orr 541-752-9281  Contact Person: Jean Orr 541-752-9281	\$ 37,171	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

<b>LBL Administrative Services</b>					
<b>Additional Services (Tier 2 or District Funds) – Continued</b>					
<b>Service Description Program Title:</b>	<b>Staff Member(s) or Pool &amp; FTE</b>	<b>District Contact Person and/or Supervisor</b>	<b>LBL Supervisor and Contact Person</b>	<b>Cost of Service</b>	<b>Revenue Source</b>
<b>Enterprise Scenario Planning Software (ESP)</b>		Supervisor:  Contact Person: Steve Nielsen	Supervisor: Angie Peterman 541-812-2612  Contact Person:	\$16,800	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>InTouch school receipting system</b> Provides districts with the ability to electronically track student accounts.		Supervisor:  Contact Person: Debbie Bell	Supervisor: Angie Peterman 541-812-2612  Contact Person: Darlene Skinner 541-812-2700	\$ 5,755	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Medicaid Billing Service</b> Provides ongoing training, consultation and billing for Medicaid reimbursement. <b>PARTICIPATING in 2014-2015</b>	Nancy Smith	Supervisor: n/a  Contact Person: Cydnie Meyer	Supervisor: Jean Orr 541-752-9281  Contact Person: Nancy Smith 541-812-2607	Based on district's reimbursed total.	<input type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

<b>LBL Program: Cascade Regional Program</b>		
<b>Tier 1 Resolution Services</b>		
<b>Service Description Program Title:</b>	<b>Amount or Level of Service</b>	<b>LBL Contact Person</b>
<b>Cascade Regional Program</b> Audiology Services	Jeffery Cox, Audiologist, provides support as needed for screening and evaluation. (1615 students screened in 2013-14)	Diana Allen 541-812-2770

## LBL Program: Cascade Regional Program

### Additional Services (Tier 2 or District Funds)

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
<b>Cascade Regional Program</b> Provides services to students with hearing, vision, and severe orthopedic impairments. Services are determined by the number of students served/referred: Vision – 7 DHH – 8 Regional OT – 14 Regional PT - 12	<b>Vision</b> Dan Glowicki Joyce Lonsford <b>Hearing</b> Charleen Hoiland <b>PT</b> Bonnie Zwang <b>OT</b> Tami Stawski Gloria Wong	Supervisor: n/a  Contact Person: Marcia Brown	Supervisor: Diana Allen 541-812-2770  Contact Person: Diana Allen 541-812-2770	No cost to district	<input type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input checked="" type="checkbox"/> Other: ODE Grant
<b>Cascade Regional Program, Autism</b> Provides a consultant and transit funds for services to district.	Amanda Stenberg	Supervisor: n/a  Contact Person: Marcia Brown	Supervisor: Diana Allen 541-812-2770  Contact Person: Diana Allen 541-812-2770	No cost to district	<input type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input checked="" type="checkbox"/> Other: ODE Grant
<b>Cascade Regional Consortium</b> Augmentative Communication (AC) Services may include evaluation, training, consultation, and access to loaner equipment. 17 students	Rebecca Summers Jennifer Cueto .4 FTE	Supervisor: n/a  Contact Person: Marcia Brown	Supervisor: Diana Allen 541-812-2770  Contact Person: Diana Allen 541-812-2770	\$58,881 \$ (898) credit \$57,983	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Cascade Regional Consortium</b> Occupational Services may include evaluation, consultation, training, and equipment loan on an “as available” basis. OT – 86 students	Gloria Wong Tami Stawski 1.0 FTE	Supervisor: n/a  Contact Person: Marcia Brown	Supervisor: Diana Allen 541-812-2770  Contact Person: Diana Allen 541-812-2770	\$ 106,734 \$ ( 2,671) credit \$ 104,063	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

## LBL Program: Early Intervention/Early Childhood Special Education

### Tier 1 Resolution Services

Service Description Program Title:	Amount or Level of Service	LBL Contact Person
<b>Early Intervention/Early Childhood Special Education (EI/ECSE) EI/ECSE Evaluations</b>	Determined by number of referred children. Evaluators include: Marian Aikin, Kimberly McCutcheon-Gross, Deborah Froelich, Mariann Jones and Claudia Nunez.	Autumn Belloni 541-753-1202, ext. 102

## LBL Program: Early Intervention/Early Childhood Special Education

### Additional Services (Tier 2 or District Funds) – None

## LBL Program: Information Systems

### Tier 1 Resolution Services

Service Description Program Title:	Amount or Level of Service	LBL Contact Person
<b>LBL SIS Suite:</b> <ul style="list-style-type: none"> <li>• LBL WebSIS</li> <li>• Pinnacle Grade Book</li> <li>• SILK Scheduler</li> <li>• eVisions</li> </ul>	Provide and maintain software and support (helpdesk, level 2 and escalation support). Assist district with training and support, as needed.	Martha Kroessin 541-812-2602
<b>TIENet Special Education Records Management System</b>	Provide software and support (helpdesk, level 2 and escalation support) for TIENet application.	Linda Percy 541-812-2646
<b>Technology Help Desk</b>	Ongoing	Martha Kroessin 541-812-2602

<b>LBL Program: Information Systems</b>					
<b>Additional Services (Tier 2 or District Funds)</b>					
<b>Service Description Program Title:</b>	<b>Staff Member(s) or Pool &amp; FTE</b>	<b>District Contact Person and/or Supervisor</b>	<b>LBL Supervisor and Contact Person</b>	<b>Cost of Service</b>	<b>Revenue Source</b>
<b>Computer Programmer Service</b>	Shikha Gottfried .5 FTE	Supervisor: Erin Prince 541-757-5841 Contact Person: Rob Singleton 541-757-5714	Supervisor: Martha Kroessin 541-812-2602 Contact Person: Shikha Gottfried 541-766-4834	\$ 59,079	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>TIENet 504 Module</b>		Supervisor: Erin Prince 541-757-5841 Contact Person: Lynne Griffin 541-757-3921 Bethany Henscheid 541-757-3932	Supervisor: Martha Kroessin (541)812-2602 Contact Person: Linda Percy (541)812-2646	\$ 4,929	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>TIENet Spanish Translation Module</b>		Supervisor: Erin Prince 541-757-5841 Contact Person: Lynne Griffin 541-757-3921 Bethany Henscheid 541-757-3932	Supervisor: Martha Kroessin (541)812-2602 Contact Person: Linda Percy (541)812-2646	\$ 1,649	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

<b>LBL Program: Network and Facilities Services</b>		
<b>Tier 1 Resolution Services</b>		
<b>Service Description Program Title:</b>	<b>Amount or Level of Service</b>	<b>LBL Contact Person</b>
<b>Wide Area Network Maintenance and Monitoring Service</b>	Provide ongoing support of services, equipment, security and monitoring for the regional network that connects districts, LBL and the Internet. This service enables safe and efficient access to data-delivery systems beyond the district network.	Supervisor: Bob Bauer 541-868-4094  Contact Person(s): Monte Harnar 541-812-2833 John Riggan 541-812-2810
<b>District Network Second-Level Support</b>	Provide ongoing escalation support for district staff when solving network-based technical problems and planning future network-based technology projects.	Supervisor: Bob Bauer 541-868-4094 Contact: Brian Berkley 541-812-2838

## LBL Program: Network and Facilities Services

### Additional Services (Tier 2 or District Funds)

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
<b>Email Archiving</b> Provides long-term storage of received and sent email for search and retrieval. Meets State and Federal requirements for message retention.		District Contact: Rob Singleton	Supervisor: Bob Bauer 541-868-4094  Contact Person: John Riggan 541-812-2810  Contact Person: Ty Gay 541-812-2835	\$ 6,230	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>iBoss License/CIP Filtering</b> *based on licensing needs reported by district		District Contact: Rex Barnes	Supervisor: Bob Bauer 541-868-4094  Contact Person: John Riggan 541-812-2810  Contact Person: Monte Harnar 541-812-2833	\$ 16,064	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Internet Service Provider (ISP)</b> Provide access to the Internet, managed and customizable CIPA-compliant content filtering, and bandwidth usage and protocol monitoring.		District Contact: Rex Barnes	Supervisor: Bob Bauer 541-868-4094  Contact Person: Monte Harnar 541-812-2833  Contact Person: Ty Gay 541-812-2835	\$ 45,000 – 300 Mb/s (24,510) eRate Discount \$ 20,490 Actual Cost	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

## LBL Program: Special Education & Evaluation Services

### Tier 1 Resolution Services

Service Description Program Title:	Amount or Level of Service	LBL Contact Person
<b>Education Evaluation &amp; Consultation Center</b> Provides special education evaluations and consultation for students K-12. Offers RtI direct services to districts by providing building, classroom, and individual teacher support.	Approximate number of evaluation referrals: 136	Kate Marrone 541-812-2720
<b>Severe Disabilities Program</b> Provides funds and consultation for students with severe disabilities.	Sue Garner provides support as determined by number of eligible students. Severe Disability count 2013-14: 35 Severe Disability funds: \$183,770	Kate Marrone 541-812-2720
<b>Spanish Interpreter/Translator</b>	Support as needed provided by Miriam Cummins, Interpreter/Translator Interpreting hours used in 13-14: 73 Translation hours used in 13-14: 199	Kate Marrone 541-812-2720

## LBL Program: Special Education & Evaluation Services

### Additional Services (Tier 2 or District Funds)

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
<b>Education Evaluation &amp; Consultation Center, School Psychologist Services</b> Provides evaluations for students in grades K-12.	Kevin Bieberich Evaluations completed – 81	Supervisor: n/a  Contact Person: Kevin Bogatin	Supervisor: Kate Marrone 541-812-2720  Contact Person: Kate Marrone 541-812-2720	\$ 107,666	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Education Evaluation &amp; Consultation Center Speech/Language Services</b> include direct therapy, supervision, consultation, and case management.	Kathryn Blakley .6 FTE	Supervisor: n/a  Contact Person: Kevin Bogatin	Supervisor: Kate Marrone 541-812-2720  Contact Person: Kate Marrone 541-812-2720	\$ 58,895	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other

## LBL Program: Special Education & Evaluation Services

### Additional Services (Tier 2 or District Funds) - Continued

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
TAG Test Support Order, distribute and score assessments to assist districts in determining TAG eligibility.		Supervisor: n/a  Contact Person: Kevin Bogatin Laurie Corliss	Supervisor: Kate Marrone 541-812-2720  Contact Person: Kate Marrone 541-812-2720	\$ 500	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Transition Network Facilitator</b> Provides technical assistance, training to districts and community partners in the area of special education transition.	Vickki Mahaffy .5 FTE  4 county region	Supervisor:  Contact Person:	Supervisor: Kate Marrone 541-812-2720  Contact Person: Kate Marrone 541-812-2720	No Cost	<input type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input checked="" type="checkbox"/> Other ODE Grant

## LBL Program: Student and Family Support Services

### Tier 1 Resolution Services

Service Description Program Title:	Amount or Level of Service	LBL Contact Person
<b>Home School</b> Registers and provides support for home school students residing in LBL area.	Support as needed	Sam Rounsavell 541-812-2687

## LBL Program: Student and Family Support Services

### Additional Services (Tier 2 or District Funds)

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
<b>Attendance Citations</b>	Deb Gisler	Supervisor: Kevin Bogatin  Contact Person: Kevin Bogatin	Supervisor and Contact Person: Ann Lavond 541-812-2690	\$ 3,000	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Attendance Officer Support</b> Provides a continuum of support and intervention to truant students and their families. Consults with schools regarding policies and practices that may improve attendance.	Malinda Liddell 0.9 FTE	Supervisor: n/a  Contact Person: Kerry Richey Kevin Bogatin	Supervisor: Ann Lavond 541-812-2690  Contact Person: Ann Lavond 541-812-2690	\$ 75,143	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>Behavior Consultant</b> Provides consultation to school staff and direct intervention related to the needs of students who are experiencing social, emotional and behavioral challenges that interfere with their success in school.	Christine Smith 0.6 FTE Jan Silverio 0.6 FTE CoCo Anderson 0.6 FTE  Total 1.8 FTE	Supervisor: Amy Leason  Contact Person: Amy Leason Kevin Bogatin	Supervisor: Ann Lavond 541-812-2690  Contact Person: Ann Lavond 541-812-2690	\$195,703	<input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input type="checkbox"/> Other
<b>OHA Medicaid Administrative Claiming (MAC)</b> Provides training and consultation to district coordinators. Monitors district survey results. Submits MAC survey results and claims to OHA.	Ann Lavond Theresa Lynch	Supervisor: Kevin Bogatin  Contact Person: Cydnie Meyer	Supervisor: Ann Lavond 541-812-2690  Contact Person: Ann Lavond 541-812-2690	Shared by participating districts based on their percentage of total survey revenue.	<input checked="" type="checkbox"/> Other: MAC Funding

## LBL Program: Student and Family Support Services

### Additional Services (Tier 2 or District Funds) - Continued

Service Description Program Title:	Staff Member(s) or Pool & FTE	District Contact Person and/or Supervisor	LBL Supervisor and Contact Person	Cost of Service	Revenue Source
<b>Positive Behavior and Instructional Support (PBIS)</b> Work with district and building level teams to support implementation of PBIS strategies.	Patty Pamell	Supervisor: n/a  Contact Person: Amy Leason Kevin Bogatin	Supervisor: Ann Lavond 541-812-2690  Contact Person: Ann Lavond 541-812-2690	\$ 489	<input type="checkbox"/> Tier 2 <input type="checkbox"/> District Funds <input checked="" type="checkbox"/> Other: EBISS Funds
<b>EI/ECSE Family Support Liaison</b> Provides support, home visiting and linkage to health and community resources to students who are experiencing a variety of challenges to their success for school readiness.	Candice Elliott .2 FTE for all districts	Supervisor: n/a  Contact Person: n/a	Supervisor: Ann Lavond 541-812-2690  Contact Person: Ann Lavond 541-812-2690	No cost	<input checked="" type="checkbox"/> Other: LBL MAC Revenue

**Linn Benton Lincoln  
Education Service District**

**Presented to Corvallis School District  
Board of Directors**

**By  
Mary McKay, Superintendent**

**December 15, 2014**



# Key Topics Tonight

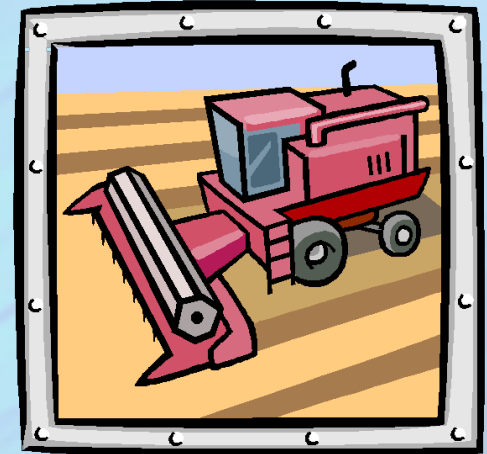
- Oregon ESD Structure
- LBL ESD Regional Services
- Corvallis – LBL Services
  - Overview
  - Pinnacle Gradebook
  - Network Support
- Questions



# An Analogy....

## ➤ Farmer Cooperatives

- Pool Resources
- Increase Buying Power
- Shared Use of High Cost/Low Frequency Goods & Services
- Regional Advocacy



# Why Regional Services?

## ORS 334

1. Ensure an equitable and excellent education for all Oregon students;
2. Implement the Oregon Educational Act for the 21<sup>st</sup> Century and subsequent educational initiatives;
3. Foster the attainment of high standards of performance by all students in Oregon public schools;
4. Facilitate inter-organizational coordination and cooperation among educational, social service, health care and employment training agencies.



# Goals and Services

**ORS 334**

## **Six Defined Goals Center On:**

- Supporting Instruction
- Enabling equitable access to resources for students
- Maximizing operational and fiscal efficiencies

## **Required Services**

- Programs for students with special needs
- Technology support
- School Improvement services
- Services that consolidate functions, ex. business services
- Liaison between districts and Oregon Department of Education
- Home School registration
- Other services required by Law



# **Governance**

## **ORS 334**

1. Governed by a publicly elected Board of Directors; seven member board
2. Budget Committee comprised of Board members from component school districts
3. Local Service Plan drives services; Developed by Superintendents from component school districts; Approved by LBL ESD Board and Component School District Boards.



# **Linn Benton Lincoln ESD**

## **Valley Coast Superintendents Association**

### **VCSA**

**Twelve Districts – Three Counties – 33,500 Students**

Alsea	127	Lincoln County	4,812
Central Linn	650	Monroe	459
<b>Corvallis</b>	<b>6,048</b>	Philomath	1,548
Greater Albany	8,674	Santiam Canyon	514
Harrisburg	850	Scio	3,659
Lebanon	4,100	Sweet Home	2,200

**Corvallis – Second Largest School District in Region**



# **Linn Benton Lincoln ESD**

## **Work Force:**

- 218 Employees
- Classified
- Licensed
- Administrators

## **Budget:**

- 2014-15 Budget over \$49 million
- Revenue comprised of State School Funds, State and Federal Grants, State and Local Contracts



# **Linn Benton Lincoln ESD**

## **State School Funds**

- 4.5 % to ESDs – Allocated by ADM
  - 90% - Resolution Funds – District Services

## **Resolution Funds**

- Tier 1 - \$7,834,723
  - Services agreed upon by all 12 districts
  - Funded First
- Tier 2 - \$4,834,049, Corvallis - \$798,427
  - Tailored to meet specific district needs



# LBL Programs

1. **Administrative:** Superintendent, Human Resources and Business Office - Full Range of Business Office Functions and Business Information Systems
2. **Information Systems:** Student Information Systems Suite, Help Desk Support, Curriculum/Instructional Technology, Special Education Record Management
3. **Network and Facilities:** Wide and Local Area Networks, Data Center Services, Computer Support and Facilities
4. **Special Education and Evaluation Services:** Education Evaluation and Consultation; Talented and Gifted; Severe Disabilities; Response to Intervention; Transition; Interpreter/Translator



# **LBL Programs**

5. **Student and Family Support** : Behavior, Attendance, Family Support Liaison; Administrative Medicaid Billing; Home School
6. **Cascade Regional Services**: Services for Students with Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism; plus audiology and augmentative communication
7. **Early Intervention/Early Childhood Special Education**: Evaluation and Special Education Services for children birth to 5 years
8. **Long Term Care and Treatment Education**: Residential and Day Treatment Education



# Corvallis Services

## District Service Summary

- Lists all LBL services provided to Corvallis
- Includes funding source, contact, service provider
- Provided each fall

**Summary:** Total of 39 types of services provided.

Additional services contained within those 39



# **LBL Tier 1 Services**

- **Business Information System**
- **Special Education Evaluation**
  - K-12
  - Birth to 5 year olds
  - Audiology
- **Severe Disabilities**
- **Network Services**
  - Wide Area Network Operation
  - Network Systems Engineers



# **LBL Tier 1 Services**

- **Student Information System Suite and Support**
  - LBL WebSIS
  - Pinnacle Gradebook
  - SILK Scheduler
  - eVisions/Argos
- **TIENet Special Education Records System**
- **Curriculum and Instructional Technology**
- **Home School**



# **Corvallis Tier 2 Services 2014-15 Allocation - \$798,427**

- **Behavior Specialists**
- **School Psychologist**
- **Library Media Specialist**
- **Extended Learning Paraprofessional**
- **Augmentative Communication Specialist**
- **Occupational Therapists**
- **Speech/Language Pathologist**
- **Programmer**
- **Attendance Officer**



# Corvallis Tier 2 Services

- **Network Support**
  - Email Archiving
  - iBoss Licenses/CIPA Filtering
  - Internet Service Provider - Bandwidth
- **Business Support**
  - Enterprise Scenario Planning Software
  - InTouch Accounting Module
- **Records Management**
  - Section 504 and Spanish Translation Modules



# Pinnacle Grade Book

- **Advantages**

- Interconnects well with the LBL WebSIS
- Feature rich - best product to support standards based learning and proficiency based grading.
- Allows for data interconnectivity – example: can see student grades in other classes, if districts choose
- Allows customization of reports - example: several districts have customized report cards printed directly from Pinnacle
- Allows students and parents to view attendance, grades and standards scores securely on the web and receive email notifications for attendance and grades



# Pinnacle Grade Book

- **Recent Challenges**
  - Pinnacle Internet Viewer (PIV) Log In
  - Duplicate Attendance in PIV and Student Explorer
  - Grade Level “UN”
  - Support as of July 2015
- **Lessons Learned**
  - Over communicate
  - Primary Communication Contact in District
  - Additional Training – new or infrequent users
  - Clarification on Help Desk



# LBL Network Services

- **Current Focus**
  - Increased Bandwidth Capacity
  - iBoss – New CIPA filtering product
    - Tablet (iPad) remote filtering
    - Stronger Customization
  - 1:1 Device Implementation
  - WiFi Upgrades



# **LBL Technology Service Plans**

- **Student Records Management –Monitor Options**
  - Gradebook/Attendance
  - Scheduler
  - Attendance
  - Data Warehouse
- **Complete On-Line Registration RFP by spring 2015**
- **Continue to support implementation of student 1:1 devices, including Wi-Fi upgrades**
- **Technology Audit**



# LBL ESD

- Mary McKay, Superintendent
  - [Mary.McKay@lblesd.k12.or.us](mailto:Mary.McKay@lblesd.k12.or.us)
- Don Dorman, Assistant Superintendent
  - [Don.Dorman@lblesd.k12.or.us](mailto:Don.Dorman@lblesd.k12.or.us)
- Angie Peterman, Chief Financial Officer
  - [Angie.Peterman@lblesd.k12.or.us](mailto:Angie.Peterman@lblesd.k12.or.us)

541-812-2601





# Corvallis

SCHOOL DISTRICT

## VII.C. Budget Parameters

**Corvallis School District 509J**  
2015-16 Budget Parameters Discussion  
*Board Meeting – December 15, 2014*

**\*DRAFT\***

For consideration of the  
School Board 12-15-2014

**\*Tonight's Objective:** To adopt budget parameters for staff to utilize in building the proposed 2015-16 budget

**\*Summary:** District staff seeks your input and guidance, which will establish the framework for building the 2015-16 proposed budget. I have outlined the topics for discussion below, along with my recommendations based on discussions with staff and the Finance Workgroup, for your consideration.

---

**\*2015-16 Budget Assumptions:**

- 1) Full School Year.
  - 2) Stable Enrollment.
  - 3) Stable to modestly rising State School Fund.
  - 4) Continued slow recovery of local option levy revenue from tax compression.
  - 5) Continued state economic recovery, but no significant changes concerning state taxation and retirement system, or Corvallis housing and taxation policies.
  - 6) Continued significant number of low and very low income students with resulting requirements for resources.
- 

**\*Proposed 2015-16 Budget Parameters:**

- 1) Current requirements will not exceed current resources with a focus on long term sustainability.
- 2) Personnel costs will not exceed 85% of operating resources.
- 3) Agreements with employee associations will be aligned with available current resources.
- 4) Continue all-day kindergarten district-wide.
- 5) Equity will be considered in resource allocation.
- 6) The district will continue to maintain the PERS litigation set-aside until all said litigation has been resolved. At that time, the Board will then establish a policy regarding the use of these funds.
- 7) The district will re-build the Rainy Day Fund to the Board policy level of 5% of current resources by June 30, 2018. The other two reserve accounts will be maintained at policy levels (2.5% for Contingency and 5% for Unappropriated Ending Fund Balance).
- 8) The primary criteria for technology expenditures will be academic achievement and infrastructure reliability.
- 9) Carry over Policy: Schools and departments may carry over up to 25% of their unspent 2014-15 allocations into 2015-16 as has been the practice the past two fiscal years. The Board will continue to grant the Superintendent discretion to approve a maximum 50% carry over on a case by case basis.

## **Corvallis School District 509J**

*Budget Notes – December 15, 2014 Board Meeting*

*Compiled by Steve Nielsen, Finance and Operations Director*

The Governor's recommended 2015-17 biennial budget was released on December 1, 2014 and fails to keep up with inflation, much less increased investment in K-12 education. His proposed state school fund (SSF) allocation of \$6.91 billion represents a 3.9% increase over the 2013-15 actual allocation of \$6.65 billion. Upon closer examination, however, this is not an apples-to-apples comparison. The \$6.91 billion proposed SSF includes \$220 million in funding for all-day kindergarten, which reduces the base SSF to \$6.69 billion. The result is a meager increase of \$40 million, or .6%, over 2013-15. This is disappointing in light of the fact that state general fund revenues are projected to increase by 11% over 2013-15.

The Governor's recommended budget includes an additional \$354.8 million of non-SSF general fund dollars, which specifically target key investments managed by the Oregon Education Investment Board (OEIB), including: (1) Third Grade Proficiency Investment (\$83.2 million) - for improving integration between pre-kindergarten, kindergarten and first through third grade; (2) Kindergarten Readiness Investment (\$263.7 million) – this falls under the early learning part of the OEIB framework and includes funding for home visits, early learning hubs, childcare, kindergarten partnerships, early intervention and early childhood special education; and (3) STEM hub support and expansion Investment (\$8 million). More specifics on these investments can be found on pages B-29–B-31 of the Governor's proposed budget document. Links to both the complete budget and summary documents can be accessed here:

\* [Governor's budget for 2015-2017](#) (Complete Document)

\* [Budget Summary Document](#) (Budget Summary)

It's important to remember that the Governor's recommended budget is just the first of many steps in a long and tedious process. The budget will go through several iterations in the Legislature, which is ultimately charged with its adoption. The next step is the release of the Co-Chairs recommended budget, which is expected to be released in mid-January. This sets the stage for the Legislative session, which begins on February 2, 2015.

The Co-Chairs of the Joint Ways and Means Committee are once again Senator Richard Devlin and Representative Peter Buckley. This marks their third and fourth consecutive sessions, respectively, as Ways and Means Co-Chairs. Historically, the Co-Chairs have proposed higher funding levels for K-12 in their budget than the Governor's. That trend is expected to continue. Rough estimates point to a \$7.2-\$7.5 billion K-12 allocation in the Co-Chairs' recommended budget. There are upwards of 400 bills that may be introduced in this legislative session with impacts on K-12 education. District staff will keep a close eye on all the developments and keep stakeholders informed.

As for our process, staff are currently assembling 2015-16 enrollment and revenue projections as well as discussing priorities for next year. In January, we will meet with Principals and seek their input on equitable resource allocation and what they feel is needed to best support student success and close the opportunity gap. We will also discuss this at the January 26, 2015 Board work session.

**Corvallis School District 509J**  
2015-16 Budget Parameters Discussion  
*Board Meeting – December 15, 2014*

**As approved by the School  
Board on 12-15-2014**

**\*12-15-14 Discussion Objective:** To adopt budget parameters for staff to utilize in building the proposed 2015-16 budget

**\*Summary:** District staff sought input and guidance to establish the framework for building the 2015-16 proposed budget. Topics for discussion and recommendations based on discussions with staff and the Finance Workgroup were provide for consideration.

---

**\*2015-16 Budget Assumptions:**

- 1) Full School Year.
  - 2) Stable Enrollment.
  - 3) Stable to modestly rising State School Fund.
  - 4) Continued slow recovery of local option levy revenue from tax compression.
  - 5) Continued state economic recovery, but no significant changes concerning state taxation and retirement system, or Corvallis housing and taxation policies.
  - 6) Continued significant number of low and very low income students with resulting requirements for resources.
- 

**\*2015-16 Budget Parameters:**

- 1) Current requirements will not exceed current resources with a focus on long term sustainability.
- 2) Personnel costs will not exceed 85 percent of operating resources.
- 3) Agreements with employee associations will be aligned with available current resources.
- 4) Continue all-day kindergarten district-wide.
- 5) Equity will be a priority in resource allocation.
- 6) The district will continue to maintain the PERS litigation set-aside until all said litigation has been resolved. At that time, the Board will then establish a policy regarding the use of these funds.
- 7) The district will re-build the Rainy Day Fund to the Board policy level of 5 percent of current resources by June 30, 2018. The other two reserve accounts will be maintained at policy levels (2.5 percent for Contingency and 5 percent for Unappropriated Ending Fund Balance).
- 8) The primary criteria for technology expenditures will be academic achievement and infrastructure reliability.
- 9) Focus on K-3 literacy and math proficiency.
- 10) Carry over Policy: Schools and departments may carry over up to 25 percent of their unspent 2014-15 allocations into 2015-16 as has been the practice the past two fiscal years. The Board will continue to grant the Superintendent discretion to approve a maximum 50 percent carry over on a case by case basis.



# Corvallis

SCHOOL DISTRICT

## VII.D. Technology Security Audit

Corvallis School District 509J  
Board of Directors

**FOR INFORMATION**

**BOARD MEETING DATE:** December 15, 2014

**SUBJECT:** Technology Security Audit

---

**BACKGROUND INFORMATION:**

Corvallis School District hired Virtual Security Research, LLC (VSR) to perform an application penetration assessment of its mobile device management (MDM) application.

The purpose of the assessment was to evaluate the District's implementation of the Casper Suite MDM application, analyze its security architecture, identify potential threats and test the likelihood or potential impact on confidentiality, integrity and availability of the MDM and iPads.

Following are two documents:

1. My summary, in lay terms, of the VSR executive summary.
  2. The executive summary prepared by VSR. This is a much more technically-worded document.
- 

**CONTACT PERSON:** Rob Singleton, Technology Services Manager

# **Executive Summary**

**VSR Findings Report:  
Application Penetration Assessment Casper Suite MDM**

**Compiled by Rob Singleton, Technology Services Manager  
Corvallis School District 509J  
December 10, 2014**

# Summary of VSR Findings Report:

## Application Penetration Assessment Casper Suite MDM

### GOAL

The purpose of this assessment was to evaluate the District's implementation of the Casper Suite MDM application, analyze its security architecture, identify potential threats and test the likelihood or potential impact on confidentiality, integrity and availability of the MDM and iPads.

### TIMELINE

The project began August 18, 2014 and concluded on October 14, 2014. The Findings Report was delivered on October 24, 2014.

### COMPONENTS

VSR was sent a District iPad with all the configuration profiles and restrictions of a typical student iPad. VSR was also given access to the District's hosted instance of the Casper MDM. JAMF Software also provided VSR with their own dedicated Casper MDM instance in their hosted environment for the purposes of testing cross-server vulnerabilities. The following areas were included in the tests:

- Auditing
- Authentication
- Authorization
- Availability
- Confidentiality and Integrity
- Deployment Configuration
- Design
- Implementation

### RESULTS

VSR identified 10 issues. No issues were deemed high risk. Two issues resided directly within the Casper software. These will be reported to the vendor. Of the eight related directly to the District's deployment, four were rated "satisfactory" in the areas of Auditing, Availability, Deployment Configuration and Implementation; one was rated "fair" in the area of Design, and three were rated "needs improvement" in the areas of Authentication, Authorization, and Confidentiality and Integrity.

Below is a summary of the “fair” and “needs improvement” issues:

Area	Issue	Current Risk Level	Response Level & Status	Action
Authentication	Increase global proxy security using an outside certificate authority	Medium	Easy - Scheduled for Dec.	Consult with LBL ESD to issue an iBoss public/private key pair. Use Casper to push out public key to student iPads using DigiCert as signing authority.
Authorization	Change admin account used to proxy student account authentication	Medium	Easy - Scheduled for Dec.	Switch admin account to one with more limited access and privileges.
Confidentiality and Integrity	Encrypt requests made during student authentication	Medium	Easy - Scheduled for Dec.	Consult with LBL ESD to open ports to allow for switch to LDAPS protocol.
Design	Require student passcodes	Low	Easy – Completed in Oct.	Restriction pushed out to student iPads using Casper

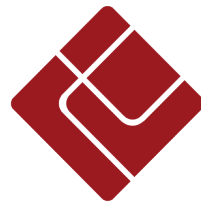
## FOLLOW-UP

Technology Department has already begun the process of addressing the recommendations included in the audit. In January 2015, VSR will perform a second series of tests with these changes in place and will produce a follow-up vulnerability assessment report.

**Prepared for Corvallis School  
District**

Application Penetration Assessment  
Casper Suite MDM

October 24, 2014



**VSR**

## Executive Summary

### Overview

Corvallis School District (Corvallis) engaged Virtual Security Research, LLC (VSR) to perform an application penetration assessment of the JAMF Software Casper JSS Mobile Device Management (MDM) suite. During the engagement, the security team reviewed the application components and deployed architecture for problems in the following areas:

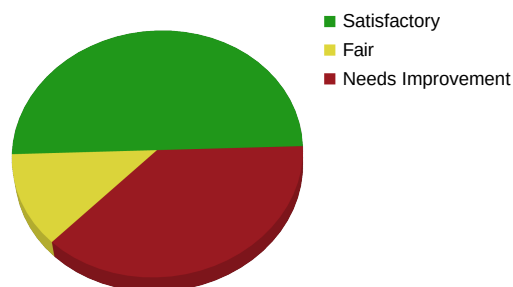
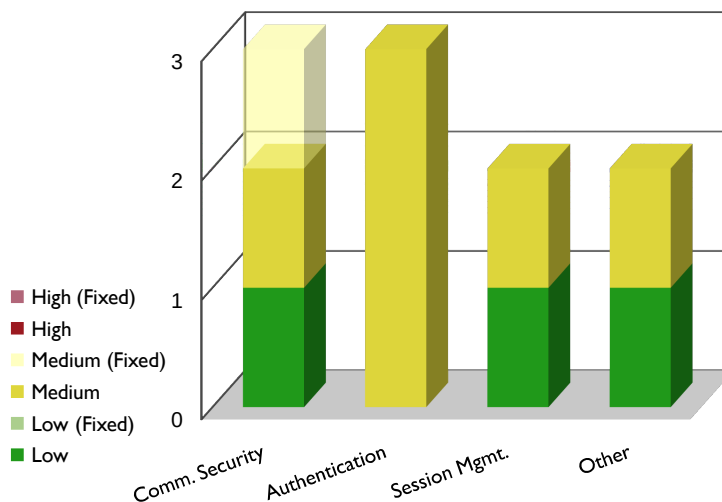
- Auditing
- Authentication
- Authorization
- Availability
- Confidentiality and Integrity
- Deployment Configuration
- Design
- Implementation

The engagement began on August 18, 2014 and included approximately 10 person-days of effort in testing, analysis and documentation. Testing was conducted remotely via the Internet from VSR facilities and concluded on October 14, 2014.

This document summarizes the analysis, findings and recommendations of the product security team's assessment. Recommendations address both critical, short-term enhancements to be completed in the development phase as well as long-term strategic security considerations.

VSR identified several areas of functionality which would benefit from security enhancements. These vulnerabilities have the potential of impacting the *Confidentiality, Integrity and Availability* of the service offering and data contained within. In general, no high risk issues were identified relative to the deployment configuration, or the implementation. However, of the issues identified the highest risk issues stemmed from: use of an untrusted SSL certificate for the mobile proxy (which has since been fixed since it was originally identified); LDAP authentication which is performed in cleartext communication channels between the JSS server and Active Directory infrastructure, and using privileged domain administrator credentials; the failure to enforce complex passwords for staff user accounts; and potential impact to user privacy due to reliance on the mobile proxy. Two vulnerabilities were also identified in the JAMF software implementation relative to session management, which could potentially put administrators who use the application at risk to session hijacking vulnerabilities.

Overall, *ten* issues were identified, *zero* of which were deemed high risk. Out of *eight* evaluated Areas of Analysis, *four* were rated "Satisfactory", *one* was rated "Fair" and *three* were rated "Needs Improvement".



## Assessment Summary

### Application Assessment Process

An application penetration assessment is designed to highlight potential security vulnerabilities within the product based upon a defined threat-model. It is intended to identify design failure and unsafe coding practices, including but not limited to: authentication, authorization, session management, data validation, use of cryptography, error handling, information leakage and language-specific coding issues. VSR has assigned business risk ratings based on our current understanding of the application.

The assessment is not intended to provide a comprehensive security evaluation, outlining every instance of a given vulnerability; rather, it concentrates on highlighting areas of increased risk exposure, validating exploitation possibilities when feasible.

### Summary of Issues Identified

VSR's evaluation of the Corvallis school district mobile device management (MDM) solution involved a review of controls associated with the JAMF software Casper suite deployment for potential settings that could compromise the infrastructure, application architecture, or user privacy. In addition, VSR's testing included penetration testing against the deployment and JAMF software's Casper suite product itself. In general the product was resistant to many common web application security vulnerabilities and provided controls that were in-line with competing MDM solutions, which provide the school district with the capability to monitor and manage Apple devices, enforcing a number of common security controls. Of the vulnerabilities observed, two were directly related to the JAMF software implementation associated with access to the web administration dashboard. These vulnerabilities included: session fixation, whereby the application assigns a session cookie prior to authentication that remains constant even after successful authentication; session cookies were also set without the "secure" cookie flag which could put them at risk to eavesdropping if the user were to attempt to access a plaintext instance of the management URL.

Overall, no major security vulnerabilities were identified, and of those observed none would contribute to vulnerabilities that could directly be exploited to impact systems, devices or user privacy. Of the vulnerabilities identified, a number of the issues pertained to deployment configuration. These deployment / system configuration weaknesses included: the use of domain administrative credentials to interact with Active Directory for user authentication; LDAP integration with Active Directory was performed over cleartext communication channels which could put those credentials at risk while in transit; early in the testing a self-signed SSL certificate was used for the mobile proxy, which could desensitize users to security warnings; staff user accounts did not enforce password complexity requirements.

Additionally, some of the vulnerabilities could have an impact on user privacy or expectations of user privacy. For example, user HTTP/HTTPS communications is proxied through a cloud-based proxy server to which users must authenticate prior to being able to interact with Internet services. The login page to which users authenticate does not contain any terms of service nor does it outline expectations for user privacy, even while connected to private networks. VSR also identified that iPads did not enforce any passcode security, potentially putting devices at risk to configuration modifications or software installation while the devices are left unattended. Some configuration settings could directly impact where user traffic is routed, and could potentially be configured to direct traffic to a system under an attackers control to passively monitor communications. In addition, software could be installed which could compromise the confidentiality and integrity of the device itself.

## Recommendations

The following recommendations identify both short-term tactical fixes in addition to strategic fixes, or those which may take considerably more effort to implement. The Observed Vulnerabilities table (included later in this document) identifies the recommended course of action for each finding. Through remediation of the vulnerabilities identified, exposed components of the application will benefit from improved *Confidentiality, Integrity and Availability*.

Recommendations for action items are broken up into two groups, Immediate Actions and Long Term Actions. Recommendations that can be acted on immediately or that are considered crucial due to the nature of the vulnerability are considered Immediate Actions. Recommendations that will require significant work in planning or execution and may need to be implemented over a longer period of time are considered Long Term Actions.

### Recommended Immediate Actions

- **Implement device passcodes to protect iPads while unattended.** Implement device passcodes, at a minimum consisting of the simple passcode and whereby devices are automatically locked after a short duration of inactivity of 15 minutes or less.
- **Update the proxy login page to include terms of service agreement.** Define the terms of service and include this on the login page for the mobile filter, requiring users to acknowledge privacy expectations.
- **Update LDAP configuration in Casper.** Configure the JSS server to utilize LDAPS (running on port 636), ensuring that credentials are never sent in the clear. Additionally, modify the account under which initial LDAP binds are performed to be performed using a service account with limited privileges to only search the Active Directory LDAP instance.
- **Work with JAMF software to address vulnerabilities related to session management.** Set the "secure" flag on all session cookies under HTTPS. This will protect user sessions from a well-known man-in-the-middle attack that can be used to hijack user login sessions. Ensure all user session identifiers are updated upon successfully authenticating to the application, to minimize the likelihood of session fixation attacks.

### Recommended Long Term Actions

- **Modify Active Directory group policy settings for staff password enforcement.** Require high-complexity passwords of sufficient length to make guessing statistically difficult for attackers.
- **Consider additional policy enforcement to define a whitelist of applications permitted.** By enforcing a list of known good applications permitted on iPads, the school district may benefit from additional protection, confidentiality, and integrity controls on the devices and improved user privacy.
- **Address remaining medium and low impact flaws.** Often, multiple lower risk flaws can be combined, creating more serious attacks. Ensure all items listed in the report are scheduled for remediation within a reasonable time-frame.

### Next Steps

Next steps to be performed by VSR include a retest of the application following remediation of identified high and medium risk vulnerabilities.

# SUMMARY OF VSR FINDINGS REPORT

Casper Suite Mobile Device  
Management (MDM)

# Casper Suite

- ▣ Leading solution for management of devices on the Apple platform.
- ▣ Capable of handling a broad range of challenges, from standard to customized workflows.
- ▣ “Efficient and mature solution”.

# Architecture



1. DEP

4. Validation

3. PushMagic  
key

2. MDM

5. Public/private  
key encryption

6. Instruction



# Test Live System

- Analyze security architecture
- Identify potential threats
- Test system for actual threats

# Goal – Find Threats

“Identify security vulnerabilities and the impact of the most-likely and worst-case exploitation.”



Poor or improper server configuration or insecure code in the server software.

# Detect Actual Threats

- ▣ Perform vulnerability scans
- ▣ Perform manual penetration testing:
  - Circumvent authentication and authorization
  - Circumvent application session management
  - Circumvent application trust boundaries
  - Break or analyze encryption of data
  - Escalate user privileges
  - Alter data or data presentation
  - Corrupt application and data integrity, functionality

# Conclusion

- ▣ No high risk issues
- ▣ Issues detected are quick and easy to resolve
- ▣ Biggest risk to security is from within the District organization
- ▣ Least-likely risks are from outside the district



# Corvallis

SCHOOL DISTRICT

VII.E. Update on BrightBytes

- Excellent
- Very good
- Good
- Average
- Poor



# BRIGHTBYTES

*Corvallis School District*

# QUICK REVIEW

**-3 year contract** – includes multiple surveys, data analysis, solutions platform

**-Surveys** - late May 2014, Dec 2014

**-Total # of participants** from May -

Teachers- 333

Students - 2083

Parents - 1022

**-Clarity-** the platform used to organize, analyze , and communicate the survey data

**-CASE-** Organization of the survey data.

Classroom, Access, Skill, Environment.

# CASE


1036 → CASE™ Score ⓘ

Dashboard

Reports



## About CASE™ Score

Hide 



CASE is a research-based framework developed over a decade by educational researchers, K-12 practitioners, and higher-ed statisticians. CASE stands for Classroom, Access, Skills, and Environment. Taken together, these four areas encompass all of the factors that determine the effectiveness of technology in improving student achievement. Your score in each area falls into one of five categories: Beginning, Emerging, Proficient, Advanced, or Exemplary. These categories represent your school's maturity and readiness related to technology use and its impact on student outcomes within each area.

## CASE™ Score Legend

# CASE™ Score Legend

● Beginning  
800-899

● Emerging  
900-999

● Proficient  
1000-1099

● Advanced  
1100-1199

● Exemplary  
1200-1300



Data

Insights

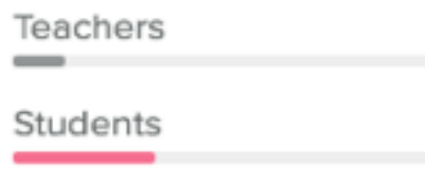
Learning



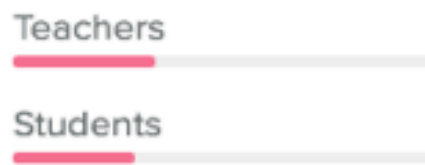
## Classroom



### Use of the 4Cs



### Digital Citizenship



### Assessment



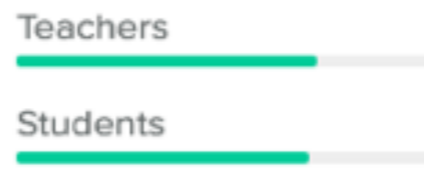
### Assistive Technology



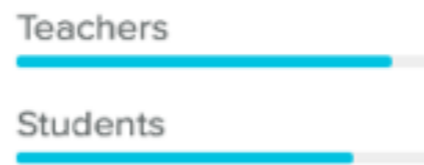
## Access



### Access at School



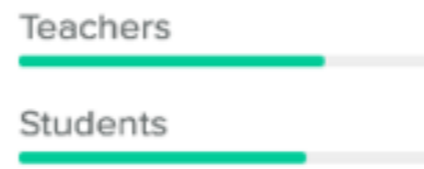
### Access at Home



## Skills



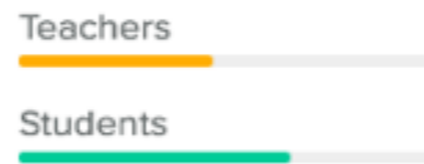
### Foundational



### Online



### Multimedia



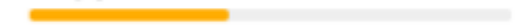
## Environment



### The 3Ps



### Support



### Professional Learning



### Beliefs



# INSIGHTS


- **CASE**

- How can I improve 21<sup>st</sup> Century Learning in my organization?
- How can I improve professional learning in my organization?
- How can I improve anytime, any where learning in my organization?

# PROFESSIONAL LEARNING

## CASE



How can I improve 21st Century Learning in my organization? 



Professional Learning

High Priority



Teacher Online Skills

Medium Priority



3Ps

Medium Priority



Beliefs

Medium Priority



Student Access in School

Low Priority



## Solutions

- About
- Quick Wins
- Game Changers
- Innovations
- Ask Expert

# NEXT STEPS

- 2nd survey - currently open, December 1 - 12.
- Compare to data points - spring 2014 and fall 2014.
- Target high priority areas.
- Plan PD based on findings from surveys and recommendations of solutions.

# Academic Growth Data

- 6<sup>th</sup> – 8<sup>th</sup> Grade Reading Subgroup Growth:  
**All Subgroups - Met or Exceeded**
- 6<sup>th</sup> – 8<sup>th</sup> Grade Math Subgroup Growth:  
**All Subgroups (except disabilities) - Met or Exceeded**
- 6<sup>th</sup> – 8<sup>th</sup> Grade Rdg/Mth Race & Ethnicity Growth:  
**All Subgroups - Met or Exceeded**

# BEHAVIOR DATA

## Number of Referrals

	SCHOOL			
YEAR	Franklin 6-8	Cheldelin	LPMS	Grand Total
11/12	17	420	553	990
12/13	23	531	665	1219
13/14	11	239	392	642
14/15	1	58	117	176
<b>Grand Total</b>	<b>52</b>	<b>1248</b>	<b>1727</b>	<b>3027</b>

\*Data for 2014 – 15 is only for Sept 3 – Dec 11, 2014

# TECHNOLOGY ADVISORY COMMITTEE

- Purpose/Charge – to provide recommendations to the Superintendent on effective use of and communication about technology in the district
- Member make-up – district staff, parents, and community members
- Frequency of meetings – 2x/month



QUESTIONS?

• -



# Corvallis

SCHOOL DISTRICT

VII.F. Technology Update

VII.G. Update on Technology Advisory Committee



# Superintendent's Technology Advisory Committee (TAC)

Purpose: Provide recommendations to the Superintendent on district issues related to technology.

## Members

### DISTRICT

- 1) Kevin Bogatin, Assistant Superintendent & TAC Co-Facilitator
- 2) Jeanne Holmes, Retired 509J Administrator & TAC Co-Facilitator
- 3) Rob Singleton, Technology Director
- 4) Kerry Richey, Student Services Support
- 5) Eric Beasley, Principal, Linus Pauling Middle School
- 6) Byron Bethards, Principal, Adams Elementary
- 7) Susan Diaz, Teacher, Corvallis High School
- 8) Robbie Faith, 509J Teacher on Special Assignment (TOSA) supporting technology instruction
- 9) Vincent Adams, 509J School Board Member

### COMMUNITY

- 1) James Anderson, Research Scientist/Sr. Software Engineer, University of Utah's Moran Eye Center
- 2) John Atwood, Programmer, Hewlett-Packard
- 3) Graham Barber, Student, Crescent Valley High School, President of the CVHS Technology Club
- 4) Pankaj Jaiswal, Associate Professor in the Department of Botany and Plant Pathology, Oregon State University
- 5) Garth Jensen, Parent & former k-12 teacher, Various technology related business roles
- 6) Jeanne Liu, R&D Design Engineer, Hewlett-Packard
- 7) Rick Osborn, Public Information Officer, Benton County & 509J Budget Committee Member
- 8) Andy Roberts, IT Manager, Oregon State University
- 9) Steve Smith, Director of eLearning and Media, Linn-Benton Community College

### Meetings

1. September 17, 2014
  - Introductions
  - 1:World Vision, Dr. Prince
  - Develop Norms
  - Trends vs. Fads in Technology
2. October 1, 2014
  - History of 1:World
  - Financial Overview
3. October 22, 2014
  - Bright Bytes Overview
  - Small Group work foundation development
4. November 5, 2014
  - 1:World Brochure Feedback
  - Small Group Question probe
5. November 19, 2014
  - General Discussion
  - Begin Communication Plan
  - Small Group Discussion
6. December 10, 2014
  - Small Group Work - Recommendations

Upcoming Meeting Dates:  
December 17, 2014  
January 7, 2015  
January 21, 2015

#### Focus Groups

- a. Internet Filter: Should the district block content beyond CIPA/COPA requirements? Outcome(s): Filtering guidelines by level (Elem, MS, HS); Social Media recommendation.
- b. Health: What potential health risks exist through the use of tablet devices? Outcome(s): Research overview of health concerns. Recommendation for teachers, students, & parents.
- c. Common Language & Vocabulary: What are the agreed upon language and terms that everyone should know and be able to understand? Outcome(s): List of common terms and definitions. + Review
- d. Board Policies & Technology Guidelines: Do our current policies sufficiently guide as at this time? Outcome(s): Review current policy, research other district's policies and develop recommended changes.
- e. Parental Controls: How can parents be provided more oversight of devices at home? Outcome(s): What parental controls are available for free and as paid? Recommendations for the Superintendent and/or parents.
- f. Communication: How should the district effectively communicate regarding district technology? Outcome(s): Review current communications, communication plan, & website. What recommended changes for immediate implementation, short-term, and long-term implementation.
- g. 1:World Evaluation & Device Research: How do we evaluate the goals of 1:World? Which device best meets the needs for elementary, middle school, and high school? Outcome(s): Evaluation metric recommendation, device research and possible pro/con.

#### Future Outcomes:

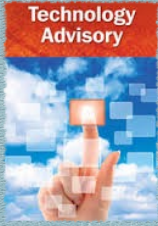
1. Recommendations to the Superintendent (See above groups)
2. Parent/Community Communication
3. Evaluation guidance
4. 1:World Phase IV Recommendation



# Technology Advisory Committee (TAC)

Purpose:

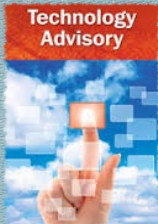
Provide recommendations to the Superintendent  
on district issues related to technology.



# TAC Members

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- 8) Robbie Faith, 509J Teacher on Special Assignment (TOSA)  
Supporting technology instruction K-12
- 9) Vincent Adams, 509J School Board Member



# TAC Members

## COMMUNITY

- 1) James Anderson, Research Scientist/Sr. Software Engineer,  
University of Utah's Moran Eye Center
- 2) John Atwood, Programmer, Hewlett-Packard
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- 4) Pankaj Jaiswal, Associate Professor, Department of Botany and Plant  
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College

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- ◆ The world's largest K-12 social learning community where teachers, students, and parents can connect safely and securely.
- ◆ <https://www.edmodo.com/home#/>



# Meetings

## 1. **September 17, 2014**

Introductions

1:World Vision, Dr. Prince

Develop Norms

Trends vs. Fads in

Technology

## 2. **October 1, 2014**

History of 1:World

Financial Overview

## 3. **October 22, 2014**

Bright Bytes Overview

Small Group work

foundation

development



# Meetings

## 4. November 5, 2014

1:World Brochure

Feedback

Small Group Question  
probe

## 5. November 19, 2014

General Discussion

Begin Communication

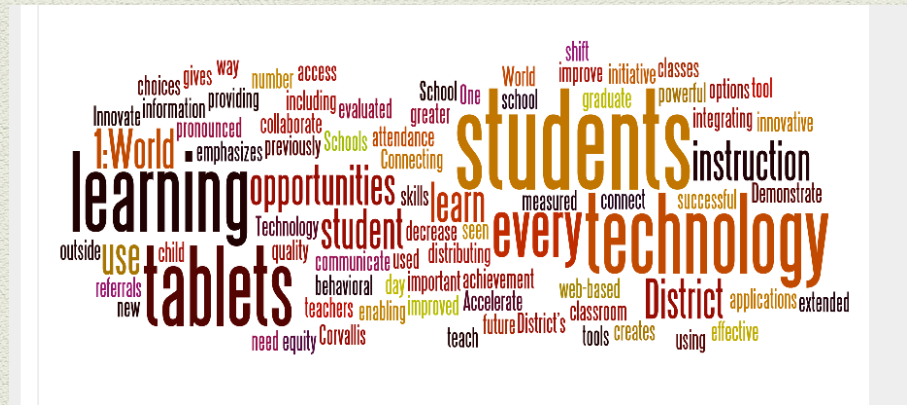
Plan

Small Group Discussion

## 6. December 10, 2014

Small Group Work

Recommendations



# Future Meetings

December 17, 2014  
January 7, 2015  
January 21, 2015



# Focus Groups

- ◆ Internet Filter
- ◆ Health
- ◆ Common Language
- ◆ Board Policy
- ◆ Parental Controls
- ◆ Communication
- ◆ 1:World Evaluation
- ◆ Device Research

# Guiding Questions - Examples

- ◆ How do we evaluate the goals of 1:World?
- ◆ Should the district block content beyond CIPA / COPA requirements?
- ◆ What potential health risks exist through the use of tablet devices?
- ◆ What are the agreed upon language and terms that everyone should know and be able to understand?

# Future Outcomes

- ◆ Recommendations to the Superintendent (See Focus Groups)
- ◆ Parent/Community Communication
- ◆ Evaluation guidance
- ◆ 1:World Phase IV Recommendation



## Technology Advisory



QUESTIONS?



# Corvallis

SCHOOL DISTRICT

VII.H. 509J By The Numbers - Part One

## VIII. CONSOLIDATED ACTION

VIII.A. Minutes

VIII.A.1. November 3, 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 6:48 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                  Beth Heaney                  Bill Kemper                  Felicia Reid-Metoyer</p>	<p><u>EXECUTIVE STAFF PRESENT</u>                  Dr. Erin Prince, Superintendent                  Kevin Bogatin, Assistant Superintendent                  Jennifer Duvall, Human Resources Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u>                  Rina Shirai, College Hill                  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. Chair Rochester noted a change that will be made to 10/13/14 draft minutes: removing Anne Schuster and Lisa Corrigan and adding Beth Heaney and Felicia Reid-Metoyer to the list of Board members present. When the minutes are voted on, this change will be incorporated.

**III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION**

**MOTION #10:**

**It was moved by Director Adams and seconded by Director Kemper that Mr. Fryman’s appeal of the administration’s resolution of his complaint against Kevin Bogatin be denied on the grounds that the District made a good faith effort to follow applicable procedures. The motion was voted on and passed unanimously.**

**MOTION #11:**

**It was moved by Director Adams and seconded by Director Kemper that Mr. Fryman’s appeal of the administration’s resolution of his complaint against Erin Prince be denied on the grounds that the District made a good faith effort to follow applicable procedures. The motion was voted on and passed unanimously.**

Chair Rochester commented that the work continues on Administrative Regulation KL-AR to hone it to be the very tightest that it can be.

#### **IV. COMMITTEE/BOARD MEMBER ITEMS**

Board members shared highlights of their recent activities.

Chair Rochester read aloud a statement that he had submitted for the Good Words section of the Corvallis Gazette Times Newspaper, but which had never been published:

On behalf of the Corvallis School District and Board of Directors, I would like to thank the twelve remarkable people who submitted applications for election as interim school board members. The departure of two long-serving board members required us to elect two new members who will serve until June 30, 2015. At the School Board public meeting on September 22, Mary Elizabeth Heaney and Felicia Reid-Metoyer were elected. The other ten candidates were: Zel Brook, Katherine Bremser, David Coulombe, Sebastian de Assis, Adam Ghozeil, Al Hutchinson, Jim McCullough, Lynn Russell, Hal Salwasser and Janine Trempy. We deeply appreciate their willingness to serve our schools and bring their impressive experience and dedication to the community.

Chair Rochester read aloud a statement that he had prepared regarding the sale of the former Fairplay School building:

I was gratified to see that the Gazette Times reported in its News Trackers at the bottom of page 8 of the November 2 edition the final and definitive assessment by Benton County of the Fairplay School (now known as the Waldorf School).

I would like to very briefly add to the information reported by the Gazette Times.

At one point, the Benton County Assessor stated a market value of almost \$3,600,000 for the Fairplay property. The school district, which leased the school, viewed this market value and the associated assessment of the property as seriously flawed. We believed that the County Assessor was not in possession of critical facts concerning Fairplay, facts that had a significant bearing on the assessed and market values of the property. Details of these facts and a timeline of events can be found on the Corvallis school district website.

The school district did two things: we commissioned an independent private assessment of the school, and we brought to the attention of the County Assessor the material information that was not considered in the previous valuations. The independent assessment stated a market value of \$450,000. The County Assessor acknowledged that the previous valuations were flawed, and committed to carry out a new assessment.

Last month, the Benton County Assessor officially released the corrected valuations: an assessed value of Fairplay/Waldorf of \$435,309 and a market value of \$488,378.

At the request of the board of the Waldorf School, in 2013 the school district negotiated the sale of the property to the school for \$476,830. Now, it could be said that the sale price was more than the assessed value but less than the market value. I would point out that the Waldorf board was highly motivated to obtain ownership of the school, and that the negotiated sale price was at the extreme limit of the Waldorf community's financial capacity. In addition, I would note that while the school was leased the school

district bore responsibility for maintenance costs. This cost was not insignificant. About a year before the sale, for example, the school district repaired the roof of the Waldorf gym at a cost of \$126,000. The sale of the school to the Waldorf community relieved the school district and Corvallis tax payers of all future obligations to pay for maintenance of the school. The slight difference between the sale price and the final stated market value pales in comparison with downstream maintenance costs that the school district would have had to pay.

In conclusion, the Corvallis school district and board of directors fully and conscientiously fulfilled their fiduciary responsibilities. Anyone who asserts otherwise is either not in possession of the facts, or for reasons that are obscure is not prepared to accept the facts.

I want to commend the staff of the school district for scrupulously and professionally conducting the process from start to finish.

Today, the Waldorf School (formerly Fairplay) is owned and operated by its own community. The school district, which considers the Waldorf School to be a valued and trusted partner, has relieved the Corvallis tax payers of all future financial obligations concerning the school. The school district and the board sold Fairplay at a fair price.

**V. STUDENT REPRESENTATIVE REPORTS** – Student representatives provided highlights about the activities involving their schools.

**VI. SUPERINTENDENT'S REPORT** – Dr. Prince offered highlights from the past month and provided information regarding current and future initiatives.

## **VII. STAFF AND PUBLIC TESTIMONY**

Katie Myers, French teacher at CVHS and CHS, played a short video advocating for world language instruction. She said that our students need to be biliterate and bicultural if they want to go into medicine, science, etc. and be players on the world stage. She opined that if we want to follow the Governor's 40-40-20 philosophy, we need to provide world language instruction.

## **VIII. SPECIAL REPORTS**

### **A. Boys & Girls Club of Corvallis (BGCC) Teen Center Traffic Study**

Facilities and Maintenance Supervisor Kim Patten briefly recapped the history leading up to this presentation, and referenced a prior presentation given by BGCC at the January 13, 2014 Board meeting.

Executive Director Helen Higgins, Operations Director Clay Higgins, and Facilities Committee Chair Bill Mercer, all from BGCC; Senior Transportation Engineer Mike Ard of Lancaster Engineering; Tom Gerding, builder; and Lyle Hutchens of DEVCO Engineering presented information regarding the

study and a revised teen center proposal. (Presentation is filed as Supplemental Item #V-3 of the Official 2014-15 Board Minutes.)

Board members asked questions about the traffic study and the revised teen center proposal. Board members raised concerns about the revised teen center proposal, especially relating to parking, field usage and traffic flow, and how they relate to student safety.

Ms. Higgins indicated the Club's desire for the Board to sign the modified conditional use application that would allow BGCC to begin the process of conditional use permitting through the City of Corvallis.

Ms. Higgins also requested a resolution of support from the Board by December 31, 2014 for the Teen Center Expansion at the Linus Pauling Middle School complex.

### **B. Technology Innovation Grant Recipient**

Sage Randklev and Angela Apple, 3<sup>rd</sup> grade teachers at Wilson Elementary School, shared their plans for usage of the iPads they will receive through the District's Technology Innovation Grant.

### **C. Smarter Balanced Assessment Update**

Curriculum Coordinator Rynda Gregory presented information on Smarter Balanced Assessment. (Presentation is filed as Supplemental Item #V-4 of the Official 2014-15 Board Minutes.) Additional input was given by Curriculum Coordinator Amy Lesan and Assistant Superintendent Kevin Bogatin.

Some of the information conveyed and responses to Board member questions included:

- Beginning this year, we will be assessing English language arts and math skills using the Smarter Balanced Assessment. The assessment is sometimes referred to as SBAC (for the Smarter Balanced Assessment Consortium).
- Field tests of approximately 7,000 students in Oregon were done by SBAC but the official outcomes won't be released until December.
- This year's seniors who haven't passed OAKS (Oregon Assessment of Knowledge and Skills) will be allowed to take it again; this is based on the Oregon Department of Education's (ODE) belief that these students were given certain instruction on Oregon Standards that were based on OAKS.
- The accommodations and supports for students are already outlined by SBAC.
- You are encouraged to take the practice test which is available online.
- It would be interesting to see if there are differences in the assessment results for K-3 students in 1:World schools because those students have more access to technology regardless of poverty level.
- We are working to determine which kind of device to use for SBAC: tablets with keyboards or computers.

- We have a strong network of assessment coordinators throughout the region who share their experiences and we are using their feedback in our decision making.
- Part of our decision making will be around ensuring that the device does not become one more obstacle to student success.
- Keyboarding is not mandatory in elementary school.
- We are waiting for SBAC to release its benchmarks; ODE will then determine its own benchmarks, which may or may not be the same as those for SBAC.
- We don't expect to receive the benchmarks before January.
- We will provide you with the field test newsletter which is put out by SBAC.
- We have not received an answer to the question of whether or not a junior who fails the SBAC will be able to take it again as a senior; therefore, we are having discussions with high schools about doing practice work samples with students throughout their middle- and early high-school years, and possibly banking successful work samples so students would have something to fall back on if they are not allowed to retake the test.
- SBAC won't be the primary way for students to demonstrate mastery of essential skills; it will be one of the ways. We are starting to develop multiple ways of passing essential skills, and making sure our students are well aware of what those opportunities are.

Chair Rochester commented that we have been teaching students more or less in one way; SBAC is assessing them in quite a different way. Dr. Prince said that for the past three years we have been working toward instructional strategies and moving to the Common Core State Standards, so our district is probably much better prepared than other districts that just started this year. Mr. Bogatin opined that SBAC better reflects how teaching goes on a day-to-day basis vs. a multiple-choice assessment. He added that it's rare that our teachers would use a multiple-choice assessment; they are using the standard of "show me what you know;" we are more of a performance-oriented organization and that is what SBAC will measure.

Director Adams asked what communication will be done with parents to ease their anxiety about the shift to SBAC. Ms. Gregory explained that ODE is creating talking points that can be used with students and families. She added that these communication tools will be shared with the Board once our principals have tailored them to our district.

#### **D. Technology Update**

Technology Services Manager Rob Singleton and Instructional Technology TOSA (Teacher on Special Assignment) Robbie Faith presented updates about technology infrastructure and programs, and technology professional development.

Some of their comments included:

- Technology Department staff spent last summer installing more than 200 access points as part of Phase 3 of 1:World. That infrastructure is working well.
- We have had very few issues with Wi-Fi, including Phase 2 sites.

- JAMF Software, the company from whom we purchase our mobile device management system, Casper, has worked with us on the issues relating to the system freezing up. Of all the technology companies that we get support from, JAMF Software has given us some of the best attention to their product that we've ever gotten from a vendor. They are not running away from the problem; they are working very hard to make it right for our district.
- We have been running without problem for a little over two weeks.
- We have been able to work on getting out the backlog of iPads.
- Pinnacle Internet Viewer (PIV) has been the highest profile issue this fall; it hasn't been flowing well from Linn Benton Lincoln Education Service District (LBL ESD) Web Student Information System (SIS) to the portal for parents.
- LBL ESD has reported that the issue has been fixed; we heard from a school registrar today that it's actually working in the "real world" (at school buildings).
- Pinnacle attendance information is still not summing days absent correctly; Scantron, the parent company, is still working on that issue.
- All the issues are with Pinnacle; all that LBL ESD staff are able to do is promote those issues to Scantron. We have been seeing updates and changes to Pinnacle as a result.
- The Technology Department continues to offer technology classes for all staff. Topics range from "How to use Moodle" to "SmartBoard training", all the way to specific software training, based on the need.
- We are also trying to embed the training into the schools, but will continue to provide it at the Western View Center.
- We commissioned a mobile device management (MDM) security audit as part of 1:World. It was conducted by Virtual Security Research (VSR). We received a report at the end of October and will be giving a detailed executive summary to the Board in December.
- A quick look at the report showed that there were no high risk vulnerabilities found.
- Our MDM vendor cooperated directly with VSR in the audit, so that product was directly tested with our implementation.
- Additionally, we wanted to do a general district network audit of our own systems and vulnerabilities and policies. That started this week. Structured Communications came down for a day to do some initial testing. We will do an executive summary to the Board, hopefully in December.
- BrightBytes is looking at the district data from its survey; there is a plan to present the data in December.

In response to a question from Vice Chair Sauret regarding the estimate for finishing the rollout, Mr. Singleton provided information including:

- Wilson Elementary School is getting its iPads tomorrow; that's the last major big push of iPads to that location.
- We're still working to get all of the apps on each of the iPads at all of the locations.
- This week we will finish at CVHS with the AVID (Advancement Via Individual Determination) classrooms; not all of the kids had their paperwork in last week, so we're finishing up this week.
- We're about two weeks behind with AVID because school staff wanted to establish the AVID curriculum before their students started using the iPads.

In response to a question from Chair Rochester regarding where Mr. Singleton would like to be looking ahead, Mr. Singleton's comments included:

- I'm extremely pleased with JAMF Software's response level to our specific concerns. It is 100% stable now for 100% of our devices.
- I would still like to be able to host it inside of our network; but JAMF is happy and willing to compensate us the difference in price not only this year but next year until they can fix the fault in their system. They've given us some breathing room.

Director Kemper asked Mr. Faith about what is in place to get at the "aha", the unintended usage, noting that it's the discovery that he is really eager to hear about. Mr. Faith noted that one of his big visions is developing an iTunes U course that would be a resource for 509J teachers, and a place to host discussions and share their "aha moments". He added that it just takes some time to get enough bulk and resources to make it worthwhile for teachers.

## IX. CONSOLIDATED ACTION

In addition to the change in the October 13, 2014 minutes that was noted by Chair Rochester at the start of the meeting, Director Ball requested a change to portion of the minutes in which Love, INC. was recognized. The sentence needed to be completed. When the minutes are voted on, this change will be incorporated.

### **MOTION #12:**

**It was moved by Director Adams 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 – October 13, 2014.**
- B. **Licensed Personnel Recommendations**

#### Termination/Resignation/Layoff/Retirement

- Kathleen Johnson: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective November 7, 2014 (Resignation).

#### Information

- Alicia Ward-Satey: ELL-Equity Coordinator, 1.0 FTE, District Office, effective October 20, 2014 (Regular). Was Assistant Principal at Corvallis High School.

- C. **Board Policy JHCDA—Administering Injectable Medicines to Students—Revised—Second Reading – (Filed as Supplemental Item #VII-4 of the Official 2014-15 Board Minutes.)**

**X. CONSOLIDATED INFORMATION**

**A. Non-Licensed Personnel Information**

Recommendation to Hire

- Ruben Almazan Zeferino: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective October 15, 2014 (Probationary).
- Heidi Blankenship: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective October 13, 2014 (Probationary).
- Vladimir Fox-Cisco: Food Service Assistant, 4 hrs, Central Kitchen, effective November 3, 2014 (Probationary).
- Deanna Lungren: Food Service Assistant, 2 hrs, Linus Pauling Middle School, effective October 17, 2014 (Probationary).
- Kathleen Nichols: Educational Assistant 2/LRC, 6.5 hrs, Corvallis High School, effective October 6, 2014 (Probationary).
- Niles Potts: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective October 20, 2014 (Probationary).

Termination/Resignation/Layoff/Retirement

- Lauren Whipple: Educational Assistant 2/LRC, 6.5 hrs, Linus Pauling Middle School, effective October 28, 2014 (Resignation).

**XII. ADJOURNMENT**

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:30 p.m.

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Chris Rochester, Board Chair

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Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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**Corvallis**  
SCHOOL DISTRICT

VIII.B. Licensed Personnel Recommendations

**BOARD MEETING DATE: December 15, 2014**

**FOR-ACTION**

**SUBJECT: Licensed Personnel Action**

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1. Issue: Information on licensed personnel recommendations

a. Recommendation to Hire:

Dianna Clingan: Intervention Specialist, 0.20 FTE, District Office, effective November 17, 2014 (Temporary)

Richard Costin: Applied Technology Teacher, 0.58 FTE, Crescent Valley High School, effective November 5, 2014 (Temporary)

Michael Fagan: Physical Education/Health Teacher, 0.33 FTE, Linus Pauling Middle School, effective November 10, 2014 (Temporary)

Kathleen Nichols: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective November 13, 2014 (Temporary)

Ruben Sandoval: Second Grade Teacher-Bilingual, 1.0 FTE, Garfield Elementary School, effective December 4, 2014 (Temporary)

Jennifer Still: Counselor, 0.50 FTE, Linus Pauling Middle School, effective November 10, 2014 (Temporary)

b. Termination/Resignation/Layoff/Retirement:

Stacy Donin: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective November 18, 2014 (Resignation)

**ACTION REQUESTED:** Approve recommendations.

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**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information

**BOARD MEETING DATE: December 15, 2014**

**FOR INFORMATION ONLY**

**SUBJECT: Non-licensed Personnel Information**

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1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Elena Chavarria-Correa: Bilingual Student and Family Advocate, 6.5 hrs, Linus Pauling Middle School, effective November 3, 2014 (Limited Term)

Geoffrey Floyd: Food Service Assistant, 4 hrs, Central Kitchen, effective November 21, 2014 (Probationary)

Christopher Kimber: Educational Assistant 2, 3 hrs, Mt. View Elementary School, effective November 3, 2014 (Probationary)

Ann Lamer: Educational Assistant 2/LRC, 6.5 hrs, Linus Pauling Middle School, effective November 10, 2014 (Probationary)

Isabela Mackey: Educational Assistant 2/Bilingual, 4 hrs, Garfield Elementary School, effective November 3, 2014 (Probationary).

Binh Nguyen: Maintenance 1, 8 hrs, Hoover and Lincoln Elementary Schools, effective November 12, 2014 (Probationary).

Nicole Sauret: Food Service Assistant, 3 hrs, Central Kitchen, effective November 10, 2014 (Probationary)

Carlos Valdes-Casillas: Bilingual Student and Family Advocate, 6.5 hrs, Corvallis High School, effective November 3, 2014 (Probationary)

b. Termination/Resignation/Layoff/Retirement:

Angela Barton: Food Service Assistant, 2 hrs, Crescent Valley High School, effective October 31, 2014 (Resignation)

Janet English-Young: Educational Assistant 3, 3.5 hrs, Franklin School, effective December 31, 2014 (Retirement)

Ruben Sandoval: Educational Assistant 2/LRC, 8 hrs, Garfield Elementary School, effective December 3, 2014 (Resignation)

Nicole Sauret: Food Service Assistant, 3.5 hrs, Central Kitchen, effective November 24,

2014 (Resignation)

Diana Thoma: Food Service Assistant, 6.75 hrs, Central Kitchen and Corvallis High School, effective December 31, 2014 (Retirement)

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**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

## X. ADJOURNMENT

\*All times are approximate.

*Note: The Chair of the Board may alter the order of business as they deem proper and necessary.*



# Corvallis

## SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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