



**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, March 9, 2015 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](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, March 9, 2015  
6:30 PM

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

Meeting Details: Monday, March 9, 2015, 6:30 PM in the District Office Board Room,  
1555 SW 35th Street, Corvallis, OR 97333.

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

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
  - III.A. Resolution No. 15-0301 - Support for OSBA's The Promise of Oregon Campaign

**CORVALLIS SCHOOL DISTRICT 509J**  
**Resolution No. 15-0301**  
**Support for The Promise of Oregon Campaign**

- WHEREAS, This state's children constitute “The Promise of Oregon” through their potential as thinkers, leaders, and caretakers of their generation and the future; and
- WHEREAS, We believe funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian; and
- WHEREAS, We support a well-rounded curriculum that meets the needs of Oregon's students, including: art, music, PE, career and technical training and co-curricular activities; and
- WHEREAS, We must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded; and
- WHEREAS, Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: thousands of teacher and staff layoffs, unacceptably large class sizes and one of the shortest school years in the country; and
- WHEREAS, The 2013-15 budget marked the beginning of a turnaround in school funding, the 2015 Legislative Session will prove whether that turnaround will continue forward or stall; and
- WHEREAS, Oregon's political leaders have codified an ambitious “40-40-20” goal for our education system to reach by the year 2025, which requires a significant financial investment to attain; and
- WHEREAS, The case must be made to Oregon's voters that the Legislature needs to prioritize investments in full-day kindergarten, a full school year for every student in every district and modern, safe school facilities in every community in our state; and
- WHEREAS, School Board members need to help shoulder the responsibility for making the case to Oregon's voters that investments must be made so that every child has the opportunity to become a responsible and productive citizen of our state.
- NOW THEREFORE, BE IT RESOLVED, that the Corvallis School District Board of Directors pledges to join and support the efforts of “The Promise of Oregon” campaign to ensure that Oregon's lawmakers continue to prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.

**Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at a regular meeting this 9<sup>th</sup> day of March, 2015.**

**ATTEST:**

\_\_\_\_\_  
**Chris Rochester, Board Chair**



# Corvallis

SCHOOL DISTRICT

III.B. Guiding Principles

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

Page 2

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

### **Important information**

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

## Corvallis School District

### How to Provide Input to the School Board

Page 3

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

## II. Written Correspondence

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

# Moving Toward a New Graduation Plan

Presented to the School Board on 3/09/15

## Two Perspectives:

1. Graduation is a celebration of meeting state and local grad requirements.
2. Graduation is a "ceremony" commemorating the end of a student's 4-year HS experience.

## Policy IKFB Graduation Exercises

### Current Language:

Because the Board believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise. Accordingly, appropriate graduation dates and programs may be planned by the high schools.

All students in good standing who have successfully completed the requirements for a high school diploma, a modified diploma, an extended diploma, or alternative certificate (as defined in policy IKF) may participate in graduation exercises. Students earning a high school diploma or modified diploma must meet career learning requirements and essential skills requirements to participate in the graduation ceremony. Students working toward a standard high school diploma may participate in graduation ceremonies based upon the criteria outlined below; if they are within one credit of satisfying the requirements for the diploma, have met all other requirements, and have completed a plan for completing the remaining credit and Essential Skills by September 1 of the following school year.

*In good standing means the student has not been suspended, expelled, or otherwise excluded from school programs at the time of the ceremony.*

	2014-2015	2015-2016	2016-2017	2017-2018
<b>Credit Requirement</b>	23 of 24	23.5 of 24	23.5 of 24	ALL Credits
<b>Essential Skills Requirement</b>	None	None	One	ALL Essential Skills
<b>Official Work Samples</b>	None	One in all three areas (Reading, Writing, Mathematics)	One in both areas where essential skills requirement was not met	Work samples may be used to pass essential skills requirements
<b>Notes</b>	Must participate (92% attendance) in all assigned interventions and make satisfactory progress towards passing essential skills * Plan Required	Must participate (92% attendance) in all assigned interventions * Plan Required	* Plan Required	



# Corvallis

SCHOOL DISTRICT

## VII.B. Open Enrollment

VII.B.1. Designate Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] for the 2015-16 school year.

**BOARD MEETING DATE:** March 9, 2015

**FOR ACTION**

**SUBJECTS:**

1. Designate Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] for the 2015-16 school year.
  2. Designate Number of Nonresident Students to Accept under HB 2747 for the 2015-16 school year [ORS 339.133(5)(a)].
- 

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

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

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

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

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

**MOTIONS REQUESTED:**

1. "I move that **zero** nonresident students shall receive consent for admission for the 2015-16 school year through the HB 3681 open enrollment process [ORS 339.133(5)(b)]."
  2. "I move that we accept **all** nonresident students who apply to the school district during the March 1-31, 2015 online interdistrict transfer process under HB 2747 [ORS 339.133(5)(a)]; and that the district shall permit all students through a mutual agreement between districts to leave the district."
- 

**CONTACT PERSONS:** Kevin Bogatin, Kerry Richey



# Corvallis

SCHOOL DISTRICT

VII.B.2. Designate Number of Nonresident Students to Accept under HB 2747 for the 2015-16 school year [ORS 339.133(5)(a)].

VII.C. Smarter Balanced and Common Core State Standards Update

# FAQ

## Smarter Balanced: Frequently Asked Questions

### 1. What is the Smarter Balanced Assessment Consortium?

The Smarter Balanced Assessment Consortium (SBAC) is a team of states—including Oregon—working together voluntarily to develop K-12 assessments in English language arts/literacy and math called Smarter Balanced. These tests are aligned to the [Common Core State Standards \(CCSS\)](#) and accurately measure student progress toward college and career readiness. The Consortium includes educators, researchers, policymakers, and community groups working to help all students thrive in a knowledge-driven global economy. Smarter Balanced member states educate more than 19 million students nationally.

### 2. How are teachers involved in creating the Smarter Balanced assessment system?

Smarter Balanced is committed to engaging teachers in the design of an assessment system that provides resources and information to improve teaching and learning. Teachers helped write and review assessment items and performance tasks for the Pilot Test of the assessment system in early 2013 and contributed to the development of items for the Field Test in early 2014. In addition, teams of teachers from each state have been and are helping evaluate various assessment tools and resources for the new Smarter Balanced assessment system. Over 250 educators in Oregon have participated in the development process—developing test questions, creating teaching resources, and helping set achievement levels for the new tests.

### 3. What are the Common Core State Standards (CCSS) and how are they related to Smarter Balanced?

Developed by 48 states, two territories, and the District of Columbia, the [Common Core State Standards](#) offer schools, teachers, students, and parents clear, understandable, and consistent standards in English language arts and mathematics. The CCSS defines the knowledge and skills students should take away from their K-12 schooling to be successfully prepared for college and career opportunities. More than 40 states have adopted the Common Core State Standards. Oregon adopted the standards in 2010, and local schools and districts have been working hard to implement the standards in their classrooms.

Teachers and parents need information about whether students are meeting the expectations set by the CCSS. The Smarter Balanced assessment system measures mastery of the Common Core State Standards and will provide timely information about student achievement and progress toward college and career readiness. Educators will also have access to resources and tools that they can use in the classroom to address the individual needs of their students as we make this transition.

### 4. Does a shared assessment system require a shared or common curriculum?

No. Curriculum decisions are made by educators at the local level. Our Oregon schools and districts make local decisions about what our students are taught in the classroom. As a participating member of SBAC, Oregon will have access to professional development materials and instructional resources for teachers. These tools are optional and can be used, as needed, to complement local curriculum supports to districts and teachers.

## 5. How will Smarter Balanced assessments contribute to student success?

All students deserve an education that prepares them for their next steps in life—whether that’s going on to college or starting a career. Smarter Balanced is guided by the belief that a balanced, high-quality assessment system can improve teaching and learning by providing information and tools for teachers and schools to help students succeed. Timely and meaningful assessment data can offer specific information about areas of performance so that teachers can follow up with targeted instruction, students can better focus their own efforts, and administrators and policymakers can more fully understand what students know and can do, in order to guide curriculum and professional development decisions. Importantly, educators will be able to easily compare student achievement between schools, districts, and states to ensure that students are making progress.

## 6. How does Smarter Balanced compare to our previous Oregon statewide tests?

Similar to our previous state tests, Smarter Balanced assessments make use of computer adaptive technology, which is more precise and efficient in delivering accurate and timely information on student progress. Computer adaptive tests adjust to a student’s ability by basing the difficulty of future questions on previous answers, providing a more accurate measurement of student achievement, particularly for high and low-performing students. Unlike our previous state tests, Smarter Balanced assessments go beyond multiple-choice questions and include different types of questions that allow students to construct their own answers and better demonstrate their communication, analytical, and real-world problem solving skills.

## 7. What is a performance task?

Performance tasks challenge students to apply their knowledge and skills to respond to real-world problems. They can best be described as collections of questions and activities that are connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with more traditional multiple choice questions.

Performance tasks in reading, writing, and math are part of the Smarter Balanced year-end assessment and can also be used by teachers to assess student progress throughout the school year. The performance tasks will be delivered by computer (but will not be computer adaptive) and will take one to two class periods to complete.

## 8. Do the Smarter Balanced assessments support English language learners, students with disabilities, and other students with special needs?

The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The tests will address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do. Additionally, the tests include multiple tools (e.g., digital notepad), supports (e.g., translated pop-up glossary), and accommodations (e.g., Braille, closed captioning) to adapt to every student’s distinct needs and learning styles.

For more information, download the [Accessibility and Accommodations](#) factsheet and visit the [Support for Under-Represented Students](#) page on the Smarter Balanced website at [www.smarterbalanced.org](http://www.smarterbalanced.org). For a full list of universal tools, designated supports, and accommodations, download the *Usability, Accessibility, and Accommodations Guidelines*.

# Preparing Oregon Students For Life After High School

Oregon is committed to providing a quality K-12 education for all students, regardless of where they live or which school they attend. That's why our public schools are working hard to implement college and career-ready standards, known as Common Core, which are clear expectations for what every child should know and be able to do at each grade level. Now, we are using new tests aligned to our higher standards that will measure the real-world skills our students need to be successful in the 21<sup>st</sup> Century.

## Teachers helped develop the test.

Thousands of K-12 teachers from around the country worked together to develop the tests. To date, more than 500 Oregon teachers have been involved in developing the new tests, known as the Smarter Balanced assessments.

**The tests have been tested.** 21 states and over 4.2 million students field tested the new assessments last spring. This practice run helped ensure the accuracy and fairness of Smarter test questions for all students. In Oregon, over 24,000 students participated in the field test.

## SMARTER BALANCED IS A BETTER TEST

Smarter Balanced Assessments are different from Oregon's previous tests in several ways:

1. **The tests will challenge students** to think critically and apply their knowledge and skills to real-world problems.
2. **The test questions go beyond multiple-choice** and allow students to explain their answers, interact with texts, and build equations.
3. **The test results will provide teachers and parents with more accurate and meaningful information** about what students are learning and where they need additional support on their path to college and career readiness.

## QUICK FACTS

Students will take Smarter Balanced English and Math tests **once at the end of the school year** in grades 3-8 and high school.

The tests were designed so that all students, **regardless of disability or primary language**, will have the supports they need to demonstrate what they know and can do.

**Administered online, the tests adjust to each student's ability** by basing the difficulty of future questions on previous answers.

Including Oregon, 20 states and the US Virgin Islands are using Smarter Balanced tests to measure their students' progress toward college and career-readiness.

Visit [oaksportal.org](http://oaksportal.org) and take a practice test with your child!



# CCSS & SBA

Board Presentation

3/9/2015



# CCSS - What's next

- Bring grade levels or content areas together **regularly** to review/revise this work
- Look for alignment with standards with every curriculum adoption
  - Reading (2015-16)
  - Math (2016-17)

# SBA-

## What we've done so far

- All Test Coordinators have received training on administration
- Special Education Teachers were trained on accommodations
- Sharing an informational letter for parents that testing is starting, a FAQ document, and talking points documents for administrators and school board

# 3rd-5th

Assessment TOSA (Mary Benson) has met with RTI specialists and building principals

- All Teachers given an overview SBA at staff meeting
- Practice, training, and/or interim test options for all tested students
- Assessment schedule/plan in place
- Invite sent to regional informational night for parents (Albany)
- Elementary and middle professional development cohort on SBA
- SBA window opens March 10

# 6th-8th grade

- Teachers received an overview of SBA
- Principals led a training on high leverage skills needed for student success - presented strategies
- Schedule for assessment
- MS Math Cohort- to review test format and identify high leverage teaching strategies to prepare students for success
- All students have opportunity for practice and/or training test

# 11th grade

- Teachers received an overview of SBA
- Students have opportunity for practice test during advisor and/or sample questions given in class
- Schedules completed - testing begins in mid April

# General Information

- Assessment results are not expected until fall, after the school year starts
- Continue to focus on instruction (not the test) in common core standards with emphasis on student engagement, higher level thinking, critical analysis of text, writing across the curriculum, application and solving multi-stepped problems!



# Corvallis

SCHOOL DISTRICT

- VII.D. 2015-16 and 2016-17 School Calendars
  - VII.D.1. Informational Sheet

**BOARD MEETING DATE: March 9, 2015**

**FOR INFORMATION**

**SUBJECT: 2015-16 and 2016-17 School Calendars**

**Information:**

The District needs to prepare a school calendar for the 2015-16 school year. To allow parents, staff and the community the ability to plan ahead with key calendar dates, district staff is proposing a two year calendar, 2015-16 and 2016-17.

A survey was sent out to staff and parents requesting feedback about the start date for the school year due to the lateness of Labor Day this year – September 7. The survey also sought input in general about the calendar. We received feedback from 376 staff members and over 800 parents. There was overwhelming feedback from both groups to start after Labor Day. There was some feedback to push fall conferences into November and to keep days off within the same week. For example, schedule non-school for a Thursday and Friday versus a Friday and Monday combination. Contractual obligations and required instructional time need be taken into account when planning dates for conferences, staff development and Professional Learning Community (PLC) time.

Attached are three calendar options; below is a comparison of the three.

Option A*	Option B	Option C
<ul style="list-style-type: none"> <li>• Start after Labor Day (Sept. 9)</li> <li>• Fall conferences end of October (Oct. 28-30; specific days based on level)</li> <li>• Wednesday before Thanksgiving no school (Nov. 25)</li> <li>• Spring conferences early April (April 6-8; specific days based on level)</li> <li>• Last day of school June 17</li> <li>• Teachers' last work day June 20</li> </ul> <p><i>*Traditional calendar, modeled after the 2014-15 calendar.</i></p>	<ul style="list-style-type: none"> <li>• Start after Labor Day (Sept. 9)</li> <li>• Fall conferences during November (Evening conferences held during week of Nov. 16 and full day on Nov. 23)</li> <li>• No school week of Nov. 23 (Thanksgiving break)</li> <li>• Spring conferences early April (April 6-8; specific days based on level)</li> <li>• Last day of school June 17</li> <li>• Teachers' last work day June 20</li> </ul>	<ul style="list-style-type: none"> <li>• Start after Labor Day (Sept. 9)</li> <li>• Fall conferences end of October (Oct. 28-30; specific days based on level)</li> <li>• Wednesday before Thanksgiving no school (Nov. 25)</li> <li>• Spring conferences structure differently in April                             <ul style="list-style-type: none"> <li>Elementary: 1 day of grading, 1 day of conferences.</li> <li>Middle: 1 day grading/ conferences.</li> <li>High: school is in session – no conferences</li> </ul> </li> <li>• Last day of school is June 16</li> <li>• Teachers' last work day June 17</li> </ul>

**Involvement:**

Assistant Superintendent Kevin Bogatin, Human Resources Director Jennifer Duvall and administrator Rosemary O'Neil have gathered feedback from principals, staff and parents. A survey including the three calendar options is being sent out to staff for additional feedback.

The Board will be asked to adopt school calendars for 2015-16 and 2016-17 at the April 13, 2015 Board meeting.

**CONTACT PERSON: Jennifer Duvall**



# Corvallis

SCHOOL DISTRICT

## VII.D.2. Calendar Options for 2015-16





# CORVALLIS SCHOOL DISTRICT

## 2015-16 School Year Calendar

For Parents

Gray boxes indicate no school for all.

Half-gray boxes indicate no school for at least one level.

Please see list for detailed information.

### IMPORTANT DATES

August 2015				
M	T	W	TH	F

September 2015				
M	T	W	TH	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2015				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2015				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2015				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2016				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2016				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

March 2016				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2016				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2016				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2016				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
M	M	M	M	M

- Sept 2, 3, 4: **No school all levels**
- Sept 7: **No school all levels** (Labor Day Holiday)
- Sept 8: **No school all levels**  
High School Freshman Orientation \*
- Sept 9: First Day of School, Grades 1-12
- Sept 9-15: Kindergarten "Gentle Start" \*
- Sept 16: First Day Regular Kindergarten Schedule
- Oct 9: **No school all levels**
- Nov 2: **No school elementary, middle**
- Nov 11: **No school all levels** (Veterans Day Holiday)
- Nov 16: Beginning of Second Quarter  
*Some evening conferences may be held the week of November 16*
- Nov 23: **No school all levels** (Conferences) \*
- Nov 24: **No school all levels** (Conferences) \*
- Nov 25-27: **No school all levels** (Thanksgiving Holiday)
- Dec 11: **Elem, Mid 2-Hour Early Dismissal** \*\*  
*High School In Session, Regular Schedule*
- Dec 21-Jan 1: **No school all levels** (Winter Break)
- Jan 18: **No school all levels**
- Feb 4: **No school all levels**
- Feb 5: **No school all levels**
- Feb 8: Beginning of Third Quarter/ Second Semester
- Feb 15: **No school all levels**, Weather make up day if needed
- Mar 4: **2-Hour Early Dismissal All Levels** \*\*
- March 21-25: **No school all levels** (Spring Break)
- April 6: **No school elementary**  
*Middle School & High School In Session*
- April 7: **No school all levels** (Conferences) \*
- April 8: **No school all levels** (Conferences) \*
- April 18: Beginning of Fourth Quarter
- May 6: **2-Hour Early Dismissal All Levels** \*\*
- May 30: **No school all levels** (Memorial Day Holiday)
- June 13: High School Graduation
- June 17: **2-Hour Early Dismissal All** \*\* - Last Day of School \*\*
- June 20: Teacher Work Day, unless needed for make up

### FRIDAYS:

1-hour early release for elementary & middle school

\* Please see your building for more details.

\*\* 2-hour early dismissal from regular release time: Elementary at 12:40/ Middle School at 1:35/ High



# CORVALLIS SCHOOL DISTRICT

## 2015-16 School Year Calendar For Parents

Gray boxes indicate no school for all.

Half-gray boxes indicate no school for at least one level.

Please see list for detailed information.

### IMPORTANT DATES

August 2015				
M	T	W	TH	F

September 2015				
M	T	W	TH	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2015				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2015				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2015				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	E 11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2016				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2016				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

March 2016				
M	T	W	TH	F
	1	2	3	E 4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2016				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2016				
M	T	W	TH	F
2	3	4	5	E 6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2016				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	L 16	17
M	M	M	M	M

- Sept 2, 3, 4: **No school all levels**
- Sept 7: **No school all levels** (Labor Day Holiday)
- Sept 8: **No school all levels**  
High School Freshman Orientation \*
- Sept 9: First Day of School, Grades 1-12
- Sept 9-15: Kindergarten "Gentle Start" \*
- Sept 11: First Day Regular Kindergarten Schedule
- Oct 9: **No school all levels**
- Oct 28: **No school elementary, middle**
- Oct 29: **No school all levels** (Conferences) \*
- Oct 30: **No school all levels** (Conferences) \*
- Nov 11: **No school all levels** (Veterans Day Holiday)
- Nov 16: Beginning of Second Quarter
- Nov 25-27: **No school all levels** (Thanksgiving Holiday)
- Dec 11: **Elem, Mid 2-Hour Early Dismissal** \*\*  
**High School In Session, Regular Schedule**
- Dec 21-Jan 1: **No school all levels** (Winter Break)
- Jan 18: **No school all levels**
- Feb 4: **No school all levels**
- Feb 5: **No school all levels**
- Feb 8: Beginning of Third Quarter/ Second Semester
- Feb 15: **No school all levels**, Weather make up day if needed
- Mar 4: **2-Hour Early Dismissal All Levels** \*\*
- March 21-25: **No school all levels** (Spring Break)
- April 7: **No school elementary**  
**Middle School & High School In Session**
- April 8: **No school elementary, middle** (Conferences)  
**High School In Session**
- April 18: Beginning of Fourth Quarter
- May 6: **2-Hour Early Dismissal All Levels** \*\*
- May 30: **No school all levels** (Memorial Day Holiday)
- June 13: High School Graduation
- June 16: **2-Hour Early Dismissal All** \*\* - Last Day of School
- June 17: Teacher Work Day, unless needed for make up

### FRIDAYS:

1-hour early release for elementary & middle school students

\* Please see your building for more details.

\*\* 2-hour early dismissal from regular release time: Elementary at 12:40/ Middle School at 1:35/ High



# Corvallis

SCHOOL DISTRICT

## VII.D.3. Calendar Options for 2016-17









# Corvallis

SCHOOL DISTRICT

## VII.E. Technology Recommendations

### VII.E.1. Informational Reports from BrightBytes



As of Mar 5, 2015

# REPORT FOR PARENTS

# REPORT FOR PARENTS

CORVALLIS SD 509 J



Collaboration amongst teachers, students, school leaders, and parents is the key to creating an environment that supports 21st century learning.

It's an exciting time for our school as we work to harness the power of technology for learning. To help guide our efforts, we've adopted the CASE™ framework, a research-based tool for analyzing and improving the use of technology in the classroom.

By analyzing hundreds of data points, CASE creates a detailed picture of what's happening in our school. For example, CASE reveals how frequently students create multimedia projects in class and how regularly teachers use online resources for their professional learning. Each piece of information contributes to an overall picture of our efforts, which we use to drive improvements.

But while data is a powerful tool, we can only truly achieve the promise of technology when teachers, school leaders, students, and parents work together. That's why we're sending you this report, which highlights some of our CASE data. Being aware of how we're integrating technology into your child's classroom is the first step towards a home school partnership that supports 21st century learning.

After reading this report, we invite you to talk with us about why a technology rich classroom matters. Other ways to stay involved include:

- Communicating regularly with your child's teachers about technology use in the classroom and how you can support the effort at home
- Monitoring your child's time using online devices and discussing proper online behaviors
- Helping advocate for additional financial investments for the school and district to ensure that your child has adequate access to current technology
- Educating friends and neighbors about what your child's school is doing with technology and why a technology-rich classroom matters

89%

of teachers believe that technology in class enhances learning



25%

of teachers received at least 17 hours of professional development on educational technology in the past year

66%

of students are in classrooms with a 2:1 or 1:1 Student to Computer ratio

## School Strengths

Your child's school is using the CASE framework to help guide its efforts with technology for learning. Below are three highlights pulled from the school's CASE data. These insights can be helpful conversation starters when talking with your child's teachers about technology in the classroom.



### Teacher Beliefs about Technology

90% of teachers in your child's school **believe technology is a critical learning tool**. This means that your child's teacher is more likely to engage in innovative learning practices that support student engagement and achievement.



### Teacher Foundational Skills

100% of teachers at your child's school **possess strong foundational technology skills**. This means they have the prerequisite skills for using technology well and planning transformative learning experiences.



### Teacher Access at Home

100% of teachers at your child's school have **technology-rich homes**. This means they are more confident with technology and more likely to engage in personal professional learning.

CASE™ Score Legend

● **Beginning**  
800-899

● **Emerging**  
900-999

● **Proficient**  
1000-1099

● **Advanced**  
1100-1199

● **Exemplary**  
1200-1300



As of Mar 5, 2015

# SUPERVISORY REPORT



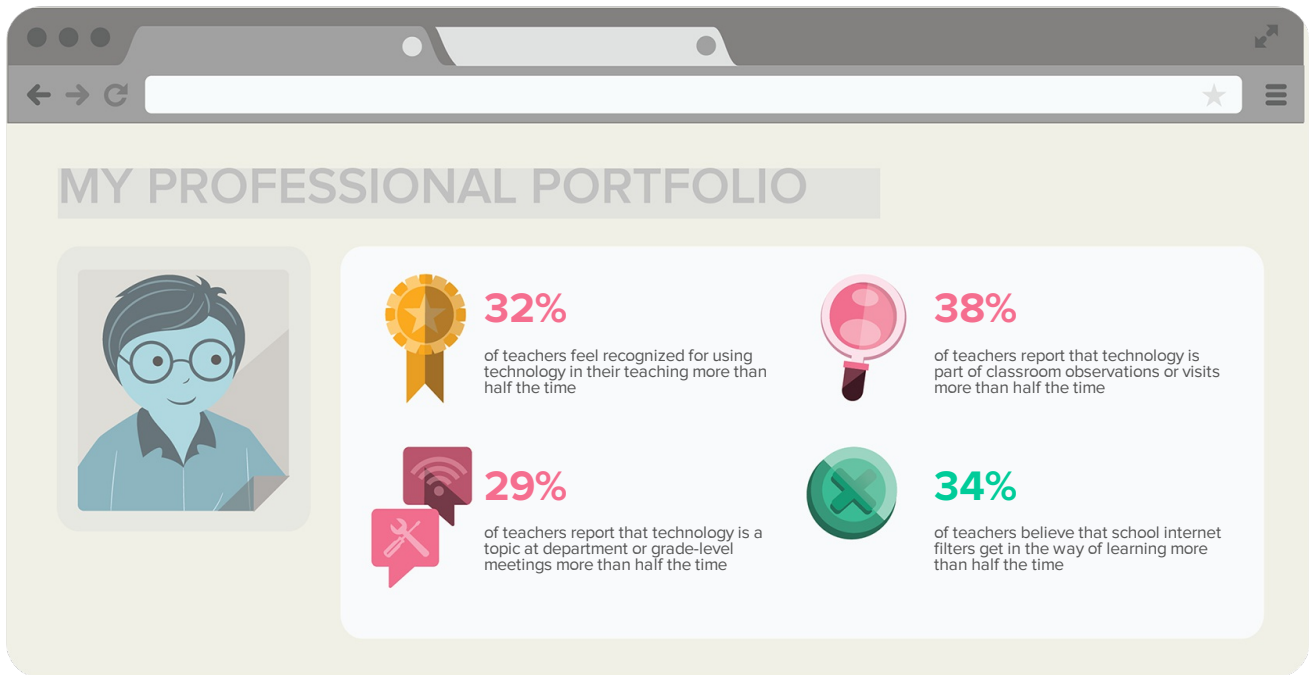
Marzano's research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

Effective leadership and supportive policies can greatly impact the learning environment. Marzano's research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

In schools that support 21st Century Learning, leaders regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. However, many teachers do not feel that their school is making 21st Century Learning a priority. According to a Waldon Univeristy study, only 66% of teachers feel that administrators are supportive of new technology use, yet 92% of administrators state that they are supportive of new technology use.

Rewarding and acknowledging teachers' use of new technologies is a critical piece of the puzzle. Clarity CASE data from thousands of schools reveals that only 29% of teachers feel that they are rewarded for using technology more than half of the time. Furthermore, 17% of all Clarity teachers believe that school Internet filters thwart the learning process more than half of the time.

Creating an environment that supports and acknowledges teachers for their efforts with new technologies is necessary for transormational learning to happen system-wide.



## Contributing Factors

The factors that most contribute to the success of your organization include ...



**32% of teachers feel rewarded for using technology more than half the time**



**38% of teachers report that technology is part of classroom observations or visits more than half the time**



**29% of teachers report that technology is a topic at department and grade-level meetings more than half the time**



**34% of teachers believe that school filters get in the way of learning more than half the time**

CASE™ Score Legend

● **Beginning**  
800-899

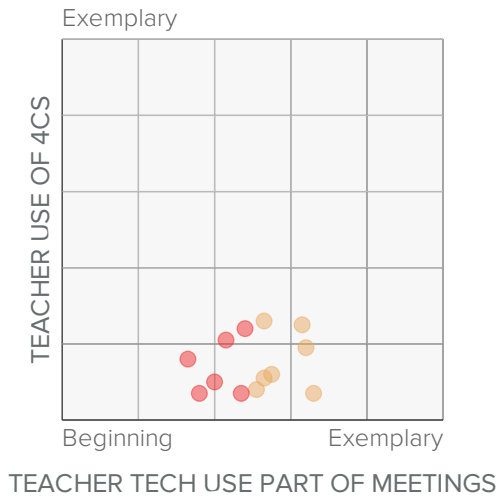
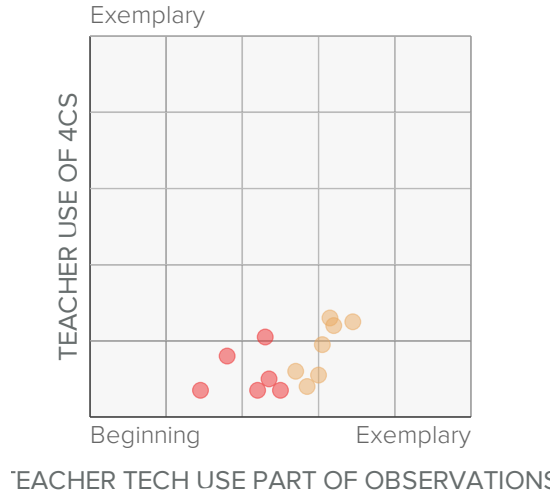
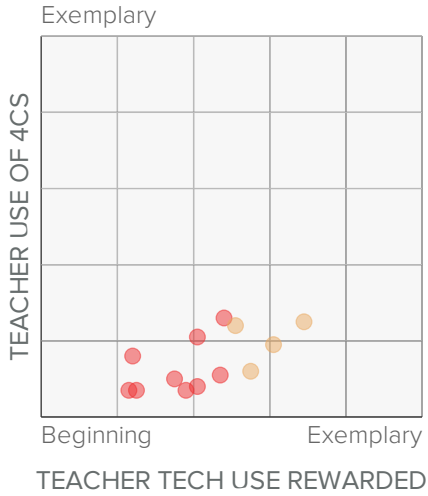
● **Emerging**  
900-999

● **Proficient**  
1000-1099

● **Advanced**  
1100-1199

● **Exemplary**  
1200-1300

Scatterplots



CASE™ Score Legend

● **Beginning**  
800-899

● **Emerging**  
900-999

● **Proficient**  
1000-1099

● **Advanced**  
1100-1199

● **Exemplary**  
1200-1300

SCHOOL SCORECARD

Schools	Date Range	Technology Use is Rewarded	Technology Use in Observations	Technology Use in Meetings
Adams Elementary School	Nov 25, 2014 - Present	●	●	●
Cheldelin Middle School	Nov 25, 2014 - Present	●	●	●
College Hill	Nov 30, 2014 - Present	●	●	●
Corvallis High School	Nov 25, 2014 - Present	●	●	●
Crescent Valley High School	Nov 25, 2014 - Present	●	●	●
Franklin Elementary	Nov 25, 2014 - Present	●	●	●
Garfield Elementary School	Nov 25, 2014 - Present	●	●	●
Hoover Elementary School	Nov 25, 2014 - Present	●	●	●
Jefferson Elementary School	Nov 25, 2014 - Present	●	●	●
Lincoln Elementary School	Nov 25, 2014 - Present	●	●	●
Linus Pauling Middle School	Nov 25, 2014 - Present	●	●	●
Mt. View Elementary	Nov 25, 2014 - Present	●	●	●
Wilson Elementary School	Nov 25, 2014 - Present	●	●	●

CASE™ Score Legend

● **Beginning**  
800-899

● **Emerging**  
900-999

● **Proficient**  
1000-1099

● **Advanced**  
1100-1199

● **Exemplary**  
1200-1300



**Corvallis**  
SCHOOL DISTRICT

VII.E.2. Technology Advisory Committee Recommendations to  
Superintendent



# Superintendent's Technology Advisory Committee (TAC)

*March 2015 Recommendations*

# Health

- Wireless (Wi-Fi) Radiation
- Screen Time (socialization, behavioral, and general health)
- Vision (prolonged reading on illuminated devices)
- Ergonomics
- Sleep





# Recommendations

- 1. Develop a training curriculum for students and staff that addresses the health concerns outlined above.**
- 2. Make tools available to encourage healthy use of electronic devices.**



# Communication

- 1. Make a 1:World link prominent and understandable on the district homepage.**
- 2. Redesign and reorganize the 1:World website.**
- 3. Provide training information for staff members on policy and health considerations.**
- 4. Add technology-related policy to annual review.**
- 5. Include policy in parent, staff, and student handbooks.**



# Communication

- 6. Create a technology listserv—monthly newsletter (Tech Bytes); include this in the district office Communiqué.**
- 7. Regularly present goals, vision, and status of 1:World at staff meetings.**
- 8. Send quarterly blurbs to schools for publications in newsletters with a link to join technology listserv.**
- 9. Continue parent information nights and include updates, progress, teacher demonstrations, and survey data.**
- 10. Use the Vancouver School District website as an example for what information to use and share.**

# Parental Controls / Internet Filter





# Recommendations

**1. Adopt the following set of principles on which to base future decisions regarding parental controls and internet safety:**

**(FOR ADDITIONAL - SEE FULL DOCUMENT)**

**2. The school district should develop a policy / procedure of opting out of location services.**

**3. The school district should perform periodic privacy audits that evaluate the ability of vendors to collect personal data of students.**



# Policy

- 1. Significant revisions are recommended for Board Policy GCAB-Personal Communication Devices and Social Media-Staff to bring the policy in compliance with House Bill 2426.**
- 2. Minor revisions are recommended in additional policies to streamline language, update terminology, and clarify content.**

# Phase IV

*Technology Advisory  
Committee  
Recommendations*





# Phase IV

**High School:  
Full implementation**

**Rationale: (See Full Report)**



# Phase IV

## **Elementary:**

**1. Full implementation grades K-5  
Lincoln and Garfield Schools**

**2. All Elementary Grades 3-5, as quickly as  
infrastructure will allow.**

**Consider mid-year implementation where possible.**

Rationale: (See Full Report)

# **SUPERINTENDENT RECOMMENDATIONS**

**Support of all TAC recommendations with the following stipulations:**

**Internet filtering:**

- 1. Adopt the following set of principles on which to base future decisions regarding parental controls and internet safety:**

**TAC recommends the release of full filtering at the high school level, while still meeting the CIPA and COPPA requirements.**

**Superintendent recommends that we engage our high school staff and administration in this conversation before making any changes to the current filtering restrictions.**

# SUPERINTENDENT RECOMMENDATIONS

## **Policy:**

**TAC recommends changes in policy to align with our current practice.**

**Superintendent recommendation is to move forward with the support of OSBA as we make draft changes that will come to the Board for approval.**

# SUPERINTENDENT RECOMMENDATIONS

## **Phase IV Expansion:**

**Superintendent recommendation is an intentional and focused expansion that targets our equity priorities:**

**Wi-Fi Infrastructure District-Wide:  
Completed by end of 2016**

# SUPERINTENDENT RECOMMENDATIONS

## **Phase IV Expansion: ELEMENTARY**

**1:1 Lincoln Elementary**

**1:1 Garfield Elementary**

**iPad Mini: Grades K-2**

**iPad: Grades 3-5**

**\*All 1:1 cart-based**

# SUPERINTENDENT RECOMMENDATIONS

**Phase IV Expansion: ELEMENTARY**

**All 5th Grade Classrooms**

**(Remaining: Adams, Franklin, Hoover, Wilson)**

**\* iPad 1:1 Cart-based**

# SUPERINTENDENT RECOMMENDATIONS

**Phase IV Expansion: HIGH SCHOOL**

**AVID Expansion at CHS & CVHS**

**\* Chromebooks (Repurpose iPads)**

**High School Chromebook Pilots (160 devices)**

# SUPERINTENDENT RECOMMENDATIONS

**QUESTIONS?**

# Superintendent's Technology Advisory Committee (TAC)

Vincent Adams  
James Anderson  
John Atwood  
Graham Barber  
Eric Beasley  
Byron Bethards  
Kevin Bogatin  
Susan Diaz  
Jake Dorr  
Robbie Faith  
Jeanne Holmes  
Pankaj Jaiswal  
Garth Jensen  
Jeanne Liu  
Rick Osborn  
Kerry Richey  
Andy Roberts  
Rob Singleton  
Steve Smith

March 2015

## Background

The Technology Advisory Committee (TAC) was formed in fall 2014 with the charge of advising the superintendent on technology-related issues that impact students, teachers, support staff, and families. The group began meeting in early October, and completed this first round of recommendations on February 18, 2015.

After immersing in background information regarding 509J's technology initiative and current areas of concern, TAC formed three subcommittees to address issues in the following areas:

- Health/Communication
- Parental Controls/Internet Filter
- Language and Vocabulary/Policy

Each subcommittee met and developed recommendations that were brought to the larger group for discussion and approval. The recommendations were based on current research, authoritative best practices, and the expertise of members of TAC. This document represents the first phase of TAC's work.

As requested by the Superintendent, TAC also developed recommendations for Phase IV 1:World implementation. In the future, TAC will bring additional recommendations, including a plan for 1:World program evaluation.

### Phase IV 1: World Implementation Recommendations

#### **High School—Full implementation as quickly as infrastructure will allow.**

Increase technology support proportionately to the number of devices. Create a staffed help desk with inclusion of student support as part of the technology support plan. The high schools should decide which devices are appropriate at their level, with input from TAC. Engage high school principals in planning and providing strong leadership and support during the implementation process.

Rationale:

- Implementation should occur as quickly as possible to:
  - Provide continuity for incoming 9<sup>th</sup> graders who have used one-to-one devices through their middle school years;
  - Address the pressing equity issue for students without access to personal devices;
  - Provide more effective instruction to students with special learning needs;
  - Provide all teachers access to technology as a teaching tool;
  - Ensure that students have the technology skills they need for college; and
  - Make technology tools and technology-based learning available to all students in all classrooms at the high school level.
- For full implementation to be effective, adequate infrastructure needs to be in place. Infrastructure includes building wiring, technology support (technical and instructional) and professional development.
- As demonstrated at the middle school level, building leadership is essential for effective implementation.

**Elementary—Full implementation grades K-5 at Lincoln and Garfield Schools and at other schools, grades 3-5, as quickly as infrastructure will allow. Consider mid-year implementation where possible.**

Generally, at the elementary level use should be cart-based, with some home use as deemed appropriate by building administrators, teachers, and families. The Committee recognizes the budget restraints and it may only be possible to implement at 5<sup>th</sup> grade, but recommends going as deep as possible toward third grade.

Rationale:

- Implementation in grades 3-5 should occur as quickly as possible to
  - Promote digital literacy at an earlier age;
  - Address the pressing equity issue that we have students without access to personal devices;
  - Provide more effective instruction to students with special learning needs; and
  - Prepare students for device use at the middle school level.
- In grades 3-5 the use of devices changes and learning includes an increasing amount of content production by students.
- Device use in grades 3-5 allows for more collaboration among teachers.
- Full accessibility to devices at Lincoln and Garfield will support the implementation of the new dual immersion curriculum.

TAC will make a recommendation in the future regarding implementation in the remaining K-2 classrooms in the district. More discussion needs to occur at the school and district levels regarding how the devices are most appropriately used at this level, and how to address parent concerns about health and safety for young children.

## **Summary of Additional Recommendations**

The implementation of a one-to-one device changes the scope of traditional technology implementation in schools. Historically, computer devices have been limited to lab time or checked out for limited durations of time. However, in the new paradigm of one-to-one implementation, students have access to the device throughout the day, and in many cases at home as well. While this can serve to give new and greater learning opportunities, there are potential areas of concern that need to be addressed. The following recommendations are designed to help address issues that have been identified in initial phases of 1:World implementation.

### ***Health***

The Health Subcommittee focused on six potential areas of concern:

- Wireless (Wi-Fi) Radiation
- Screen Time (socialization, behavioral, and general health)
- Vision (prolonged reading on illuminated devices)
- Ergonomics
- Sleep

**Recommendation 1: Develop a training curriculum for students and staff that addresses the health concerns outlined above.** The training curriculum should incorporate current research and best practices, and be made available to staff, students and parents. While staff and students should be

the primary audience, parents should have access to the same information through fliers, website, and other means. (See appendix, page 6 for more details regarding curriculum and supporting research.)

**Recommendation 2: Make tools available to encourage healthy use of electronic devices.** A suite of tools should be made available to staff, students, and parents that includes:

- Device usage reporting application: delivering usage information to parents
- Eye-break application
- Deactivation of Wi-Fi when screen is unlit
- Access to ergonomic accessories

These tools have been selected as low-cost, high impact means to foster the appropriate and safe use of electronic devices, to establish good technology habits, and to educate students in these areas, all key 21<sup>st</sup> Century skills.

### ***Communication/Language***

The goal of the communication recommendations is to increase the frequency and enhance the communication of the 1:World initiative by:

- Distributing clear and consistent messages articulating district mission, vision, and goals of 1:World;
- Fostering a culture of transparent communications as viewed by internal and external audiences;
- Providing the resources that the 1:World program and services offer and making them accessible to all students, staff members, and parents;
- Simplifying student, staff, and parent access to FAQs.

The audience for these recommendations includes students, staff, parents, community members, and school colleagues.

**Recommendation 1: Make a 1:World link prominent and understandable on the district homepage.**

**Recommendation 2: Redesign and reorganize the 1:World website.** Include:

- Page for tips and tricks for technology use at home
- Clearly defined and easy to read 1:World objectives
- Prominent display of video/slideshow of technology in use at school
- Links to policy with brief explanations
- Forms page—all forms accessible, with detailed description and downloadable
- Vocabulary page of frequently used terms—with a searchable glossary
- Page for staff members with resources
- Lesson ideas
- Technology tips
- Classroom management tips
- Sample lesson videos
- Student project examples
- Updated and clearly organized frequently-asked questions (FAQ) section that is searchable
- Page of links to curriculum, standards, and integration of 21st century skills
- Page for “in process” what’s going on now? Where are we?

- Page of newsletters and presentations
- Contact information—communication flowchart and staff listing (who does what)
- Page of links to research, including student and staff video “testimonials”
- Page for training information and professional development schedule for staff
- Page for help—fix-it-yourself help tips
- Use the Vancouver Public Schools website as a template and for ideas:  
[http://portalsso.vansd.org/portal/page/portal/VSD\\_Home\\_Public/VPS\\_Parent\\_and\\_Families/VPS%20weLearn%2011](http://portalsso.vansd.org/portal/page/portal/VSD_Home_Public/VPS_Parent_and_Families/VPS%20weLearn%2011)

**Recommendation 3: Provide training information for staff members on policy and health considerations.**

**Recommendation 4: Add technology-related policy to annual review.**

**Recommendation 5: Include policy in parent, staff, and student handbooks.**

**Recommendation 6: Create a technology listserv—monthly newsletter (Tech Bytes); include this in the district office Communiqué.**

**Recommendation 7: Regularly present goals, vision, and status of 1:World at staff meetings.**

**Recommendation 8: Send quarterly blurbs to schools for publications in newsletters with a link to join technology listserv.**

**Recommendation 9: Continue parent information nights and include updates, progress, teacher demonstrations, and survey data.**

**Recommendation 10: Use the Vancouver School District website as an example for what information to use and share.**

*Parental Controls/Internet Filter*

**Recommendation 1: Adopt the following set of principles on which to base future decisions regarding parental controls and internet safety:**

- Responsibility for keeping students secure is a partnership between parents and the school district.
- Security should be evaluated based on grade level appropriateness, and should reflect the philosophy that privilege comes with responsibility. At the high school level, security should be set at the Child Internet Protection Act (CIPA) or other applicable regulation minimum. At the middle school level, technology access should consider this unique developmental stage by balancing opportunities to pursue digital resources while providing guidance and restrictions as appropriate. Middle school should be between elementary school and high school in terms of restrictions. The school principal, in collaboration with site input, should recommend the default level of restrictions per school. This allows the school to differentiate access as appropriate. At the K-5 level, access should be more limited.
- Decisions on security level should be a balance between safety, access, and cost (money and staff time).
- Security decisions should consider the impact on access for families that have only school devices.

- When devices are at home, give parents control over content and time to the limits that are logistically and administratively possible.
- The district should provide training and resources to parents on how to limit screen time and access (e.g., pamphlets, curriculum nights, web-based newsletters).
- The district should provide a way for parents to easily share security strategies. Security is a combination of technology solutions and parental decisions.
- Teachers should have knowledge of policies, decisions, and what internet filters are doing at different levels of grades and how and what can be controlled by teachers on individual devices.

**Recommendation 2: The school district should develop an opt-out policy/procedure that allows parents to request an opt-out of location services.** This should include education for parents and students regarding how the school district is using location services.

**Recommendation 3: The school district should perform periodic privacy audits that evaluate the ability of vendors to collect personal data of students.** This is especially important with new apps. The Consortium of School Networking (CoSN), a national association of school district chief technology officers, recently developed a set of security questions to help schools evaluate companies' security practices. CoSN recommends that schools ask these security questions before they sign purchase agreements with technology vendors.

[http://www.cosn.org/sites/default/files/03\\_SecurityQuestions.pdf](http://www.cosn.org/sites/default/files/03_SecurityQuestions.pdf) (See appendix, page 24 for CoSN security questions.)

### ***Policy***

Recent state legislation created new provisions and amending statutes to encourage school boards and districts to have thoughtful conversations about how technology is utilized in schools, and how to make better educational use of all computers, tablets, and other electronic devices. Also, districts implementing curriculum that integrates technology are now required to grant access to these materials free of charge.

TAC reviewed district policies and administrative regulations related to technology use in the district, and is recommending revisions. These recommended changes also were reviewed by human resources, technology, and instructional staff, and were sent to the School Board Policy Review Committee on January 16 with the goal of moving them forward for Board approval in March. (See appendix, page 27 to view recommended revisions.)

**Recommendation 1: Significant revisions are recommended for Board Policy GCAB-Personal Communication Devices and Social Media-Staff to bring the policy in compliance with House Bill 2426.**

**Recommendation 2: Minor revisions are recommended in these policies to streamline language, update terminology, and clarify content:**

- Board Policy II/IIA-Instructional Resources/Instructional Materials
- Administrative Regulation IIBGA-AR-Electronic Communications System
- Administrative Regulation IIBGB-AR-Web-Page Guidelines
- Board Policy JFCEB-Personal Electronic Devices and Social Media-Student
- Administrative Regulation JFCEB-AR-Personal Electronic Devices and Social Media

## Appendix

Minimizing Health Impacts of One-to-One Device (document submitted by Health Subcommittee).....	7
Communication Subcommittee Recommendations .....	14
Glossary of Education Technology Terms .....	15
“Uncovering Security Flaws in Digital Education Products for Schoolchildren”, by Natasha Singer (New York Times) .....	19
“Security Questions to Ask of an On-line Service Provider,” Consortium of School Networking .....	22
Recommended Board Policy and Administrative Regulation Revisions .....	25

## **Superintendent's Technology Advisory Committee**

### Health Subcommittee

#### **Minimizing Health Impacts of One-to-One Device Implementation—*Executive Summary***

The implementation of a one-to-one device changes the scope of traditional technology implementation in schools. Historically computer devices have been limited to lab time or checked out for limited durations of time. However in the new paradigm of one-to-one implementations, students have access to the device throughout the day, and in many cases at home as well. While this can serve to give new and greater learning opportunities, there are potentially health considerations to consider and be aware of.

We focused on six potential areas of health concern of tablet and laptop devices for children, and reviewed current research and authoritative recommendations for these areas.

- Wireless (Wi-Fi) Radiation
- Screen Time (socialization, behavioral, and general health)
- Vision (prolonged reading on illuminated devices)
- Ergonomics
- Sleep

Based on existing research and authoritative best practice materials, our recommendations include two key means to address and mitigate health issues: development of a training curriculum, and making tools available to encourage healthy use of the devices.

A training curriculum should incorporate current research and best practices to address the health concerns outline above, and made available to teachers, students, and parents. Teachers and students should be the primary audience when developing the curriculum, but parents should similarly have access to information through flier, website, or other means.

Just as important, a suite of tools to encourage healthy use of the device should be made available to students, teachers, and parents. Such tools include:

- Device usage reporting application: delivering usage information to parents
- Eye-break application
- Deactivation of Wi-Fi when screen is unlit
- Access to ergonomic accessories

These tools have been selected as low-cost, high impact means to foster the appropriate and safe usage of the device, establish good technology habits, and educate students on these areas, a key aspect of 21st century skills.

# **Minimizing Health Impacts of One-to-One Device Implementation—*Full Document***

## **Introduction**

The goal of this paper is to discuss and document the research that has been conducted surrounding health impacts of technology in education, especially in regards to a one-to-one implementation. Based on our findings, we will make recommendations on how to address and minimize the potential impacts of these concerns.

We've focused on reviewing six areas of concern of tablet and laptop devices for children:

- Wireless (Wi-Fi) Radiation
- Screen Time (socialization, behavioral, and general health)
- Vision (prolonged reading on illuminated devices)
- Ergonomics
- Sleep

With physical development and growth being a major factor in health, our research and recommendations have split these groups into the following segments. We feel it is important to differentiate the different age groups we are discussing.

- Kindergarten to 2nd Grade (5 to 9 years old)
- 3rd to 5th Grade (9 to 12 years old)
- 6th to 8th Grade (12 to 14 years old)
- 9th to 12th Grade (14 to 19 years old)

American Academy of Pediatrics (AAP) Internet Safety Recommendations  
<http://safetynet.aap.org/internet.pdf>

## **Wireless (Wi-Fi) Radiation**

### ***Concern***

The proliferation of wireless devices in schools will expose children to excessive amounts of radiation.

### ***Research Summary***

Wireless technology, such as that used in laptops and tablets, utilizes low frequency, non-ionized electromagnetic fields as the means to transfer data. There is currently no definitive research that correlates these wireless technologies to health issues, however the proximity and quantity of wireless transmitters in relation to their users has been called out as a potential risk. The World Health Organization currently classifies radiofrequency electromagnetic fields as “possibly carcinogenic to humans.”

## **IARC Monographs—Classifications**

<http://monographs.iarc.fr/ENG/Classification/ClassificationsAlphaOrder.pdf>

## **Public health implications of wireless technologies**

Cindy Sage, David O. Carpenter

Pathophysiology , Volume 16 , Issue 2 , 233 - 246

<http://dx.doi.org/10.1016/j.pathophys.2009.01.011>

## **Mobile phone use and brain tumors in children and adolescents: a multicenter case-control study**

<http://www.ncbi.nlm.nih.gov/pubmed/21795665>

## **Electromagnetic fields (EMF)**

<http://www.who.int/peh-emf/en/>

## **The precautionary principle: protecting public health, the environment and the future of our children**

<http://www.euro.who.int/>

[data/assets/pdf\\_file/0003/91173/E83079.pdf](http://www.euro.who.int/data/assets/pdf_file/0003/91173/E83079.pdf)

## **Screen Time**

### ***Issues / Concerns***

Children issued their own 1-to-1 device will increase their overall screen time, leading to adverse social, behavioral, and cognitive issues. Giving students their own devices in class or out of school will make it difficult for parents to monitor screen time.

### ***Research***

Screen time has been linked to a number of health maladies, including cardiovascular disease, obesity, and asthma. The American Association of Pediatrics recommends limiting screen time and offering educational media and non-electronic formats such as books, newspapers and board games. They also advocate that parents establish "screen free" zones at home by making sure there are no televisions, computers or video games in children's bedrooms.

<http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Child-re n.aspx>

<http://psycnet.apa.org/journals/edu/94/1/145.html>

Kids' 'screen time' linked to early markers for cardiovascular disease.

<http://www.sciencenewsline.com/articles/2011042113000023.html>

*Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues*

<http://www.sciencedirect.com/science/article/pii/S0747563214003227>

High Screen Time Is Associated with Asthma in Overweight Manitoba Youth.

<http://www.ncbi.nlm.nih.gov/pubmed/23033847>

Association between TV viewing, computer use and overweight, determinants and competing activities of screen time in 4- to 13-year-old children.

<http://www.ncbi.nlm.nih.gov/pubmed/22158265>

## **Eyesight**

### ***Concern***

If tablets or laptops are used to replace hard copy textbooks, prolonged use could result in short-term and long-term eye problems for students.

## **Research**

Computer Vision Syndrome is a set of eye and vision related problems experienced among frequent computer users. Symptoms may include:

- Dry eyes
- Blurred Vision
- Fatigue
- Headaches
- Neck, back and shoulder pain

Because of the way children use computers, these symptoms can make children particularly susceptible. Children have a lower degree of self-awareness and often do not notice discomfort and other symptoms associated with prolonged computer use.

The most effective means to prevent these problems is to limit the use of devices. Several articles recommend taking frequent breaks, such as the 20/20/20 rule, which is for every 20 minutes a user must look away at 20 feet for at least 20 seconds.

Of the articles and research reviewed, we found no conclusive information regarding eye problems and long-term effects of prolonged use of reading from illuminated devices. However, computer use can exacerbate existing conditions, making identification of eye problems more important for children using a computer frequently.

Tips for computer vision syndrome relief and prevention

<http://iospress.metapress.com/content/r734u1l877233722/fulltext.pdf>

Impact of computer use on children's vision

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2776336/>

Factors leading to the Computer Vision Syndrome: an issue at the contemporary workplace.

<http://www.ncbi.nlm.nih.gov/pubmed/15580914>

Blink patterns: reading from a computer screen versus hard copy.

<http://www.ncbi.nlm.nih.gov/pubmed/24413278>

Reading from electronic devices versus hardcopy text.

<http://www.ncbi.nlm.nih.gov/pubmed/24284668>

A comparison of symptoms after viewing text on a computer screen and hardcopy.

<http://www.ncbi.nlm.nih.gov/pubmed/21197801>

Study of preferred background luminance in watching computer screen in children

<http://www.ncbi.nlm.nih.gov/pubmed/24890155>

Visual problems in young adults due to computer use.

<http://www.ncbi.nlm.nih.gov/pubmed/22496007>

## **Ergonomics**

### **Concern**

Poor ergonomics when reading or utilizing a tablet or laptop device could result in chronic pain over time.

## **Research**

Research does support that prolonged use of a tablet, in combination with poor ergonomics can cause chronic pain.

<http://www.hsph.harvard.edu/news/features/ipad-ergonomics-dennerlein/>

Touch-screen tablet user configurations and case-supported tilt affect head and neck flexion angles

<http://iospress.metapress.com/content/x668002xv6211041/fulltext.pdf>

[https://www.ucl.ac.uk/ucllc/studying/taught-courses/distinction-projects/2011\\_theses/Sta warz\\_2011](https://www.ucl.ac.uk/ucllc/studying/taught-courses/distinction-projects/2011_theses/Sta warz_2011)

## **Sleep Impacts**

### **Concern**

Use of computer devices, particularly at night, could impact the amount and quality of sleep students are getting.

### **Research**

We have identified two different reasons why student sleep patterns might be affected by tablet or laptop use at home.

- Reduced melatonin levels
- Increased anxiety and stress levels

Research suggests that exposure to self-luminous displays for a duration of two hours or more can have a measurable effect on melatonin levels. Less time was not found to have a statistically significant impact. The other potential impact on sleep is that the tasks that students are conducting on the device before going to bed may be alerting or stressful stimuli. This can lead to sleep disruption. Academic performance has been directly related to sleep time and inversely related to overall sedentary screen media usage in some studies.

Research indicates that reading on devices that emit blue light can cause increased time to fall asleep, are less sleepy in the evening, and spend less time in REM sleep. Similarly, users have been found to be sleepier and less alert the following morning than those using traditional media. Research has also linked chronic suppression of melatonin secretion by nocturnal light exposure with an increased risk of breast cancer, colorectal cancer and prostate cancer.

<http://www.sciencedirect.com/science/article/pii/S0003687012001159>

[http://www.brighamandwomens.org/about\\_bwh/publicaffairs/news/pressreleases/PressReleases.aspx?sub=0&PageID=1962](http://www.brighamandwomens.org/about_bwh/publicaffairs/news/pressreleases/PressReleases.aspx?sub=0&PageID=1962)

## **Recommendations**

Our recommendations include two parts that look to address and mitigate health issues in these six areas:

- Development of technology training curriculum that includes health impacts
- Providing tools to encourage healthy device usage habits

### ***Technology Curriculum***

Getting teachers, students, and parents the information on ways that technology can affect health is an important piece of a holistic 1-to-1 technology implementation. Many people are not aware of health impacts, and education is a key means of informing and mitigating potential issues. Training should be targeted to the following groups:

- Teachers
- Students
- Parents

*Student curriculum* should be adjusted to fit the student's grade level and the expected interactions with the devices. For example, if the device will be brought home, sleep impacts and screen time should be addressed. Older students, who are likely to be reading for long periods of time, should be aware of the impacts to reading for long periods.

It is recommended that this training be conducted before, or upon the issuing of one-to-one devices. A curriculum might look at the following, but not limited to:

- Internet safety
  - Personal information
  - Cyber bullying
  - Impacts of social media
  - Online searching
- Screen time
- Sleep impacts
- Ergonomics

Based on the American Pediatrics Association recommendations:

<http://pediatrics.aappublications.org/content/126/5/1012.full>

### ***Parent Engagement and Training***

Classes or information sheets informing parents of:

- What pieces of the curriculum are being done on tablets and computers
- How to watch for cyber bullying
- Social media education and training
- Health risks associated with technology use, and how they are being mitigated

### ***Healthy Usage Tools***

In addition to training, we recommend that a suite of tools be made available to students, teachers, and parents to encourage and foster healthy utilization of technology. We believe these are low-cost, high impact steps that address many of the concerns we've outlined above.

### ***Device Usage Reporting***

The introduction of 1-to-1 devices can make it difficult for parents to monitor their children's screen time, application usage, and time of day usage. We recommend that an application be installed to monitor screen time, applications used, and time of day usage. Parents would be able to opt into an automated monitoring report which would be made available to them on via email on a daily, weekly, or monthly basis. The report would allow parents to make

adjustments in at-home screen time based on the report, identify high usage, and be a way to help discussion of appropriate usage of the device.

*Addresses: Screen time, sleep impacts*

### **Turn off Wi-Fi when Screen Becomes Unlit**

Impacts of Wi-Fi radiation upon health are controversial. Even without any definitive proof of a connection between Wi-Fi exposure and cancer, a significant public perception exists, and has yet to be satisfied. To address this concern, we recommend reducing unnecessary Wi-Fi exposure.

*Addresses: Wi-Fi radiation*

### **Eye Break Application**

By default an unobtrusive 'eye break' application should be utilized to indicate when a break should be taken, as determined by extended periods of time with the display illuminated. This can serve as a reminder to take frequent breaks, particularly for those reading textbooks. Older students should have the option to disable this app.

*Addresses: Vision impacts, ergonomics*

### **External Keyboards and Tablet Stands**

*Addresses: Ergonomics*

### **Conclusion**

Educating students, staff, and parents about the healthy use of technology will help bring awareness not only to the importance of their school-issued device, but also to their own personal devices and technology habits. This should allow students and parents to make informed decisions to improve student health, and therefore improve student achievement. It is important that the proper tools are provided to help students.

This is by no means an exhaustive list, but is a reasonable starting point for the Corvallis School District to address health concerns that have been raised by parents and community members. We believe that implementation of these recommendations will show a good-faith effort to address concerns.

## **Superintendent's Technology Advisory Committee** **Communication Subcommittee**

**Goal:** Increase the frequency and enhance the communication of the 1:World initiative by:

- Distributing clear and consistent messages articulating district mission, vision, and goals of 1:World;
- Fostering a culture of transparent communications as viewed by internal and external audiences;
- Providing the resources that the 1:World program and services offer and making them accessible to all students, staff member, and parents;
- Simplifying student, staff, and parent access to FAQs

**Audience:** Students, Staff, Parents, Community Members, School Colleagues

### **Recommendations:**

1. Make 1:World link prominent and understandable on District homepage
2. Redesign and reorganization of the 1:World website to include:
  - Page for tips and tricks for tech use at home
  - Clearly defined and easy to read 1:World Objectives
  - Prominent display of Video/Slideshow of technology in use at school
  - Links for policy with brief explanations
  - Forms page – all forms accessible, with detailed description and downloadable
  - Vocabulary page of frequently used terms – with a searchable glossary
  - Page for staff members with resources
    - o Lesson ideas
    - o Tech tips
    - o Classroom management tips
    - o Sample lesson videos
    - o Student project examples
  - Updated, clearly formatted, and organized FAQ section that is searchable
  - Page of links to curriculum, standards, and integration of 21<sup>st</sup> century skills
  - Page for “in process” what’s going on now? Where are we?
  - Page of newsletters and presentations
  - Contact information – communication flowchart and staff listing (who does what)
  - Page of links to research, including student and staff video “testimonial”
  - Page for training information and professional development schedule for staff
  - Page for help – fix it yourself help tips

***Use this as a template and for ideas for the website:***

[http://portalsso.vansd.org/portal/page/portal/VSD\\_Home\\_Public/VPS\\_Parent\\_and\\_Families/VPS%20weLearn%2011](http://portalsso.vansd.org/portal/page/portal/VSD_Home_Public/VPS_Parent_and_Families/VPS%20weLearn%2011)

3. Training information for staff members on policy and health considerations
4. Policy added to annual review
5. Policy added in parent handbook, staff handbook, student handbook
6. Creation of a tech listserv – Monthly newsletter (Tech Bytes, etc.) Include this with the DO communique
7. Presentations of goals, vision and status of 1:World at all staff meetings
8. Quarterly blurbs sent to schools for newsletters with link to join tech listserv
9. Continuation of parent info nights – updates, progress, teacher demonstrations, survey data
10. Use the Vancouver SD site as an example on what information to use and share:  
[http://portalsso.vansd.org/portal/page/portal/VSD\\_Home\\_Public/VPS\\_Parent\\_and\\_Families/VPS%20weLearn%2011](http://portalsso.vansd.org/portal/page/portal/VSD_Home_Public/VPS_Parent_and_Families/VPS%20weLearn%2011)

## CORVALLIS EDUCATION TECHNOLOGY VOCABULARY/GLOSSARY

—DRAFT—

(This document will continue to be revised as needed.)

### **Adaptive Learning**

An educational process where the teaching methods and materials adapt to each student's pace and level. Technology is often the vehicle for delivering this process, since software can change exercises, questions, and content fluidly based on a student's previous answers and actions.

### **Application (APP)**

Computer software that performs a task or set of tasks, such as word processing or drawing. Applications also are referred to as programs.

### **Assistive Technology**

Any piece of technology, hardware or software, that helps a person with disabilities perform everyday tasks that might otherwise be difficult or impossible. This can include everything from wheelchairs to screen readers to text telephones.

### **Augmentative and Alternative Communication (AAC)**

Any communication method that helps individuals with speech and language impairments to communicate. AAC technologies are a sub-category of assistive technologies and include text-to-speech communicators and picture communicators.

### **Bandwidth**

The capacity of a networked connection. Bandwidth determines how much data can be sent along the networked wires. Bandwidth is particularly important for internet connections, since greater bandwidth also means faster downloads.

### **Big Data**

A collection of data sets so large that specialized technologies, techniques, and technicians are required to process, manage, and store them. An industry has arisen around the processing and analysis of large volumes of student data.

### **Blended Learning**

A teaching practice that combines, or blends, classroom and online learning. The instruction of a lesson occurs with both teacher interaction and computing devices. Also known as Hybrid Learning

### **Bring Your Own Device (BYOD)**

Also known as Bring Your Own Technology (BYOT), this is an initiative where students bring their own mobile devices into the classroom for class purposes, as opposed to using school-issued devices. This is often seen as an alternative to 1:1 programs due to lower maintenance costs, though students without devices cannot participate.

### **Clickers**

A system where individual students respond via technology to teacher-posed questions. The teacher has immediate access to a summary of their responses.

### **Cloud**

The Cloud is a metaphor referring to groups of remote services and software networks that allow centralized data storage and online access to computer services or resources.

### **Cloud Computing**

A generic term that refers to the computer hardware and software that powers the cloud. This includes servers (a computer with specialized software on it), data storage, applications, and more.

### **Common Core State Standards (CCSS)**

A U.S. initiative to provide a national set of learning standards for Mathematics and English Language Arts. Adopted in Oregon in 2012.

### **Digital Native**

An individual born during or after the common use of digital technologies, such as the internet, mobile devices, and apps. It is assumed that such individuals have a strong grasp of digital technology because it was a regular part of their lives.

### **Education Technology (EdTech)**

Any kind of technology that is used for educational purposes by an educator or educational institution. Most commonly used in reference to software utilized in primary, secondary, and higher education, though it can cover much more than that.

### **Engagement**

Used in the context of education, it means the attentiveness and interest of a student to the lesson at hand. If a student is highly engaged, it means the student is focused, and maybe even enthusiastic about the topic. The best learning occurs when there is high engagement.

### **Flipped Classroom**

A form of blended learning, this is the practice of students watching lecture material (usually in video form) at home, then practicing their learnings in an interactive environment in the classroom. Households without computers or an internet connection cannot participate in this practice, however.

### **Gamification**

The practice of applying game mechanics to an activity. Examples of game mechanics are goals, badges, competition, immediate feedback, and advancing through game levels (leveling up).

### **Hacker**

A person with technical expertise who experiments with computer systems to determine how to develop additional features. Hackers occasionally are requested by system administrators to try and “break into” systems via a network to test security.

### **Hybrid Learning**

Synonymous with Blended Learning. See the Blended Learning definition above.

### **Instructional Technology**

A subset of education technology, this practice focuses more on the use of technology for instructional purposes, though the terms are sometimes used interchangeably.

### **Learning Management System (LMS)**

A piece of software that manages, analyzes, and runs educational courses and training programs. Also included are student registration, curriculum management, skill and competency management, and reporting features. Most modern LMS packages are web-based. Corvallis has not adopted a district-wide LMS.

### **Massive Open Online Course (MOOC)**

A free online course that includes video lectures, reading materials, problem sets, and a student community. These are often created by universities, however there is little, if any, professor or student interaction or feedback.

### **Mobile Device Management (MDM)**

An industry term for the administration of mobile devices, such as smartphones, tablets, laptops and desktop computers. MDM is usually implemented with the use of a third party product that has management features for particular vendors of mobile devices. CSD currently uses a JAMF Software products called Casper.

### **One-to-One (1:1)**

Most commonly refers to a program where a school provides one device (e.g. laptop, tablet) per student.

### **Open Educational Resource (OER)**

Any online educational material that is freely accessible and openly licensed for public consumption. Such materials can be online courses, lectures, homework assignments, exercises, quizzes, interactive simulations, and games.

### **Pedagogy**

The science and art of education and learning theory. Just as there are fields of study in other subjects, this is the study of teaching.

### **Personal Learning Network (PLN)**

An informal network of people that is professional in nature and meant to aid an educator in furthering his/her pedagogical craft.

### **Project Based Learning (PBL)**

A teaching method based on the idea of "learning by doing." Students work on a hands-on real-world activity that demonstrates the concepts they are learning. PBL learning tends to have high student engagement.

### **Professional Development (PD)**

A generic term for the growth of one's career-oriented competencies. Teachers regularly attend workshops and conferences, expand their professional learning network, and undergo performance evaluations to further their craft.

### **STEM (Science Technology Engineering Mathematics)**

An acronym that stands for the fields of science, technology, engineering, and mathematics. These fields are often grouped together because of a national movement to promote these subjects in the U.S. This includes initiatives to integrate their curriculums together with the goal that such an emphasis will lead to a stronger high-tech workforce.

### **STEAM (Science Technology Engineering Art Math)**

An acronym that stands for the fields of science, technology, engineering, arts, and mathematics. This is a reaction to the STEM initiative and includes the arts as a priority as well. Though it is not yet as widely promoted as STEM, it is gaining in popularity.

### **Student Information System (SIS)**

A piece of software that manages student data. This includes grades, attendance, background information, discipline records, and health records. Corvallis currently utilizes a Global Scholar software product called Pinnacle.

### **Student Response Systems**

Synonymous with Clickers. Sometimes also called Classroom Response Systems or, more generically, Audience Response Systems.

# Uncovering Security Flaws in Digital Education Products for Schoolchildren

By [NATASHA SINGER](#)

February 8, 2015

**The New York Times**

When Tony Porterfield's two sons came home from elementary school with an assignment to use a reading assessment site called [Raz-Kids.com](#), he was curious, as a parent, to see how it worked. As a software engineer, he was also curious about the site's data security practices.

And he was dismayed to discover that the site not only was unencrypted, but also stored passwords in plain text—security weaknesses that could potentially have allowed unauthorized users to gain access to details like students' names, voice recordings or skill levels. He alerted the site to his concerns. More than a year later, the vulnerabilities remain.

“A lot of education sites have glaring security problems,” said Mr. Porterfield, the principal engineer at a software start-up in Los Altos, Calif. “A big part of the problem is that there's not even any consensus of what ‘good security’ means for an educational website or app.”

Contacted last week by a reporter, John Campbell, the chief executive of the [Cambium Learning Group](#), the company behind Raz-Kids.com, said that his company took privacy very seriously and that the site did not store sensitive personal details like student addresses or phone numbers.

“We are confident that we have taken the necessary steps to protect all student and teacher data at all times and comply with all federal and state laws,” Mr. Campbell wrote in an emailed statement.

Mr. Porterfield, though, has gone on to examine nearly 20 digital education products, used collectively by millions of teachers and students, and found other potential security problems. He alerted makers of those products, too—among them school-districtwide social networks, classroom assessment programs and learning apps.

Some, including Pearson, a leading educational publisher, and [ClassDojo](#), a popular classroom management app for teachers, addressed the issues he brought to their attention. Others did not.

While none of the security weaknesses appear to have been exploited by hackers, some technologists say they are symptomatic of widespread lapses in student data protection across the education technology sector. They warn that insecure learning sites, apps and messaging services could potentially expose students, many of them under 13, to hacking, [identity theft](#), [cyberbullying](#) by their peers, or even unwanted contact from strangers.

At fault, these experts say, is a common practice among start-ups of concentrating primarily on increasing their market share.

“For many younger companies, the focus has been more on building the product out and less on guaranteeing a level of comprehensive privacy and security protection commensurate with the sensitive information associated with education,” said Jonathan Mayer, a lawyer and computer science graduate student at Stanford University. “It seems to be a recurring theme.”

The New York Times asked Mr. Mayer to review the vulnerabilities in education tech software discovered by Mr. Porterfield and described in this article.

To help schools evaluate companies' security practices, the Consortium for School Networking, a national association of school district chief technology officers, [published](#) a list of security questions last year for schools to ask before they sign purchase agreements with technology vendors.

“It is a huge challenge because there hasn't been the time and attention and investment placed in security that school districts need,” said Keith R. Krueger, the group's chief executive. His group has received financing from Dell, Google, Pearson, Microsoft and other companies involved in the education sector.

Security lapses are not limited to education software devised for prekindergarten through 12th-grade students, an annual market estimated at about \$8 billion.

In the fall, as Mr. Mayer, the digital security expert, was preparing to teach a class at Stanford Law School for Coursera, a start-up that provides hundreds of free open online courses, [he discovered a security weakness](#) that could have allowed instructors to gain access to the names and email addresses of millions of Coursera students. Another flaw would have potentially allowed other websites, digital advertising networks or online analytics firms to compile lists of the students' courses.

Coursera, which has raised \$85 million from investors, quickly ameliorated the situation. In [an explanation posted on its site](#), the company acknowledged that it had been more focused on deflecting potential attacks from outsiders than on the possibility of misuse of student data by insiders.

“If we were too trusting, we learned our lesson on this,” Richard C. Levin, the chief executive of Coursera, said in a recent interview.

Protection of student data is gaining attention as schools across the country are increasingly introducing learning sites and apps that may collect information about a student's every keystroke. The idea is to personalize lessons by amassing and analyzing reams of data about each student's actions, tailoring academic material to individual learning levels and preferences.

But some privacy law scholars, educators and technologists contend that federal protections for student data have not kept pace with the scope and sophistication of classroom data-mining. Although [a federal privacy law places some limits](#) on how schools, and the vendors to which they outsource school functions, handle students' official educational records, these experts say the protections do not extend to many of the free learning sites and apps that teachers download and use independently in their classrooms.

In an effort to bolster confidence in their products, more than 100 learning companies recently signed on to [a voluntary industry pledge on student privacy](#). The signers agree, among other commitments, to “maintain a comprehensive security program that is reasonably designed to protect the security, privacy, confidentiality and integrity of student personal information against risks—such as unauthorized access or use.”

Although President Obama endorsed the industry pledge in [a speech last month](#), it does not require ed tech vendors to comply with specific basic security measures—like encrypting students’ names, screen names or other personal details. Nor does it prohibit companies from using weak security, like storing users’ passwords in plain text, practices that could easily permit hackers to hijack teacher or student accounts, potentially linking students’ names to private details about their academic performance.

These kinds of security weaknesses are commonplace on consumer sites. But the law has long treated educational information as a category worthy of special protections, like credit or medical records. Considering the recent data breaches at even large, well-financed companies like [Anthem](#) and Sony, some privacy advocates want federal regulators to mandate that the education technology industry beef up student data protection.

“Bottom line, both the Federal Trade Commission and the Education Department could and should ramp up their student privacy enforcement,” said Khaliah Barnes, director of the student privacy project at the Electronic Privacy Information Center, a nonprofit group. “Students have little recourse against current abuses.”

Some learning companies were quite responsive to Mr. Porterfield’s concerns. The Pearson product in which he found vulnerabilities last fall is an online student learning and assessment system, Pearson Realize. The weaknesses could have allowed unauthorized users to gain access to details about class rosters like student names.

The company’s security experts corrected the issues in two days. Pearson was the only company to ask Mr. Porterfield to run his own tests afterward to make sure the fixes had worked.

“We should welcome the reporting of even a suspicion,” said Rod Wallace, Pearson’s chief information security officer. “We need to encourage the people who report them, engage them and let them know we are fixing them.”

Last fall, Mr. Porterfield also contacted ClassDojo, a free classroom management program for teachers that, according to its developer, is used by at least one teacher in roughly one-third of American schools. The software engineer alerted company executives to security weaknesses that could potentially have allowed unauthorized users to gain access to students’ names, behavior records and behavior scores.

Since then, ClassDojo has encrypted its mobile apps and instituted other security measures. Liam Don, the co-founder of ClassDojo, said its software was regularly subject to audits by security experts.

## Security Questions to Ask of an Online Service Provider

It is important to understand your provider's security practices to ensure that data shared with and collected by the provider remain private and protected. You should work with your school district's security point of contact to determine whether the security practices of the provider comply both with school district policies and applicable laws. While neither the Family Educational Rights and Privacy Act (FERPA) nor Children's Online Privacy Protection Act (COPPA) prescribes specific security standards, school districts should look to industry suggested practice when assessing an online service provider.

The following is a non-exhaustive list of key security questions to discuss with your provider. A service level agreement (SLA) should include as many of these considerations as possible.

### Data Collection

- What data does the provider collect?
- What, if any, data is collected by third parties (e.g., via cookies, plug-ins, ad networks, web beacons etc.)?

### Network Operations Center Management and Security

- Does the provider perform regular penetration testing, vulnerability management, and intrusion prevention?
- Are all network devices located in secure facilities and under controlled circumstances (e.g. ID cards, entry logs)?
- Are backups performed and tested regularly and stored off-site?
- How are these backups secured? Disposed of?
- Are software vulnerabilities patched routinely or automatically on all servers?

### Data Storage and Data Access

- Where will the information be stored and how is data "at rest" protected (i.e. data in the data center)?
  - Will any data be stored outside the United States?
  - Is all or some data at rest encrypted (e.g. just passwords, passwords and sensitive data, all data) and what encryption method is used?
- How will the information be stored? If the cloud application is multi-tenant (several districts on one server/instance) hosting, how is data and access separated from other customers?
  - FERPA requires that records for a school be maintained separately, and not be mingled with data from other school districts or users.
- Are the physical server(s) in a secured, locked and monitored environment to prevent unauthorized entry and/or theft?
- How does the provider protect data in transit? e.g., SSL, hashing?
- Who has access to information stored or processed by the provider?
  - Under FERPA, individuals employed by the provider may only access school records when necessary to provide the service to the school district.
  - Does the provider perform background checks on personnel with administrative access to servers, applications and customer data?

- Does the provider subcontract any functions, such as analytics?
- What is the provider's process for authenticating callers and resetting access controls, as well as establishing and deleting accounts?
- If student or other sensitive data is transferred/uploaded to the provider, are all uploads via SFTP or HTTPS?

### **Data and Metadata Retention**

- How does the provider assure the proper management and disposal of data?
  - The provider should only keep data as long as necessary to perform the services to the school district.
- How will the provider delete data?
  - Is data deleted on a specific schedule or only on termination of contract? Can your school district request that information be deleted? What is the protocol for such a request?
- You should be able to request a copy of the information maintained by the provider at any time.
- All data disclosed to the provider or collected by the provider must be disposed of by reasonable means to protect against unauthorized access or use.
- Upon termination of the contract, the provider should return all records or data and properly delete any copies still in its possession.

### **Development and Change Management Process**

- Does the provider follow standardized and documented procedures for coding, configuration management, patch installation, and change management for all servers involved in delivery of contracted services?
- Are practices regularly audited?
- Does the provider notify the school district about any changes that will affect the security, storage, usage, or disposal of any information received or collected directly from the school district?

### **Availability**

- Does the provider offer a guaranteed service level?
- What is the backup-and-restore process in case of a disaster?
- What is the provider's protection against denial-of-service attack?

### **Audits and Standards**

- Does the provider provide the school district the ability to audit the security and privacy of records?
- Have the provider's security operations been reviewed or audited by an outside group?
- Does the provider comply with a security standard such as the International Organization for Standardization (ISO), the Payment Card Industry Data Security Standards (PCI DSS)?

## **Test and Development Environments**

- Will “live” student data be used in non-production (e.g. test or development, training) environment?
- Are these environments secure to the same standard as production data?

## **Data Breach, Incident Investigation and Response**

- What happens if your online service provider has a data breach?
- Do you have the ability to perform security incident investigations or e-discovery? If not, will the provider assist you? For example, does the provider log end user, administrative and maintenance activity and are these logs available to the school district for incident investigation?



## Personal Electronic Communication Devices and Social Media—Staff

Staff possession or use of personal electronic communication devices (PEDs) on district property, in district facilities during the work day, and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent. At no time will a PED personal communication device be used in a manner that interferes with staff duty and responsibility for the supervision of students. A PED “personal communication device” is a device, not issued by the district, capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie talkies, either long or short range portable radios, portable scanning devices, cellular telephones, pagers, personal digital assistants (PDAs), laptop computers, and similar devices with wireless capability. This also includes other digital audio and video devices such as, but not limited to, iPods, iPads, radios, and TV.

PEDs Personal cellular telephones/pagers and other digital audio and video devices shall be silenced during instructional or class time, while on duty, or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. Cellular telephones PEDs that have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. Computers, tablets, iPads, or similar devices brought to school will be restricted to academic activities during duty time.

Laptop computers and PDAs brought to school will be restricted to classroom or instructional related activities only.—The district will not be liable for loss or damage to PEDs personal communication devices brought to district property and district-sponsored activities.

### Personal Use

Staff members will utilize social media websites, public websites, and blogs judiciously by not posting confidential information about students, staff, or district business.<sup>1</sup> Staff may not post images of district facilities, staff, students, volunteers, or parents without written authorization from persons with authority to grant such a release. Staff members will treat fellow employees, students, and the public with respect while posting on social media websites, public websites, and blogs in order to prevent substantial disruption in school.

### District Use

Communication with students beyond the school day will be appropriate, professional, and related to school assignments or activities. When communicating with students electronically, staff should use district-sponsored options including social media, iMessaging, grading programs, or district e-mail utilizing mailing lists to a group of students rather than individual students. Text messaging with students via short message service (SMS) Texting students and using social network sites when

<sup>1</sup>Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

~~communicating with students~~ is discouraged. Communication with students using PEDs regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times.

~~Staff members who use social network sites (e.g., Facebook, MySpace, and Twitter) for personal use will not post confidential information about students, staff, or district business. Staff members will treat fellow employees, students, and the public with respect while posting.~~

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a ~~communication device~~ **PED personal** in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites, and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption” for purposes of this policy includes, but is not limited to, one or more parents threatening to remove their children from a particular class or particular school, and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

Licensed staff are subject at all times to the Standards of Competent and Ethical Performance for Teachers.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

## Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The superintendent in collaboration with building principals will recommend a schedule for review of instructional materials. Such timeline will consider the requirements of the State Board of Education adoption cycle, other state mandates, local district initiatives and fiscal practicalities.

All textbook and instructional materials recommended for adoption shall be approved for use by the Board. Prior to Board approval, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms. If state adopted materials are not selected, an independent adoption will be submitted for Board approval.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media teachers, and sometimes with the assistance of students and parents. Board approval is not needed for supplemental materials and resources.

Recommended textbook, supplementary materials, and library/media resources will be inclusive and value diversity in all forms when possible; contain appropriate readability and viewing levels; support the district's adopted curriculum contents; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

~~The Board recognizes that the appropriate use of some instructional materials shall include parental and administrative notification prior to its use. These materials have a legitimate purpose in a school's education program. However, since the content may include mature themes for students, parents and the appropriate building administrator will be notified prior to use. The Board supports the use of these materials as a resource to enhance and present the curriculum goals of the district and the content of specific adopted courses. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material(s) and the standard, benchmark, and/or curricular content area the resource supports. Administrative notification and/or concurrence and parental permission by the teacher are required specific to the materials and grade level in question. If a parent does not grant permission, an alternative assignment will be available for their student.~~

The Board recognizes that materials containing mature themes and content ~~may~~ have a legitimate purpose in a school's educational program. However, ~~if~~ the Board wishes to ensure that the use of such instructional and/or supplementary material enhances and supports the curriculum goals of the district and of specific adopted courses, and that the content of the material is appropriate for the developmental level of the student. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material and the standard/benchmark and related curriculum the resource supports. Administrative notification and/or concurrent and parental permission by the teacher are required specific to the materials containing mature themes and grade level in question. Additionally, and prior to its use, parental permission and administrative concurrence may be required when the film contains mature themes that are rated beyond the age of the student. If a parent does not grant permission, an alternative assignment will be available for the student.

The Board recognizes the right of individuals and/or groups to present complaints concerning instructional materials and programs in the schools. The superintendent will establish a review process for objections to instructional materials and programs. This process will provide for a timely and fair hearing, assuring that procedures are applied equitably to all expressions of concern.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records and Access to Electronic Information, Services and Networks.

END OF POLICY

## **Electronic Communications System**

### Definitions

- A. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA) means a specific technology that blocks or filters internet access to visual depictions that are:
1. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
  2. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
  3. Harmful to minors.
- B. “Harmful to minors” as defined by CIPA means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, an actual or simulated normal or perverted sexual acts, or a lewd exhibit of the genitals; and
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
- C. “Sexual act; sexual contact” as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
- D. “Minor” as defined by CIPA means an individual who has not attained the age of 17. For the purpose of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
- E. “Inappropriate matter” as defined by the district means material that is inconsistent with general public education purpose, the district’s mission, and goals.
- F. “District system” includes those systems hosted by or accessed through the district (e.g., e-mail, network, and databases), as well as systems we contract through third party vendors (e.g., Linn Benton Lincoln Education Service District applications, Google).

## General District Responsibilities

The district will:

- A. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system that includes all district computers, e-mail, and internet access.
- B. Provide staff training in the appropriate use of the district's system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users.
- C. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's system;
- D. Use only properly licensed software, audio, or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction, and distribution of copyrighted works and with applicable provisions of use or license agreements.
- E. Install and use desktop and/or server virus detection and removal software;
- F. Provide technology protection measures that protect against internet access by both adults and minors to visual depictions that are obscene, child pornography; or with respect to the use of computers by minors, harmful to minors. An administrator, supervisor, or other individual authorized by the superintendent may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate.
- G. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web.
- H. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, chat rooms, and other forms of direct electronic communication.
- I. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms.
- J. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly.
- K. Determine which users will be provided access to the district's e-mail system.
- L. Notify appropriate system users that:

1. The district retains ownership and control of its computers, hardware, software, and data at all times. All communications and stored information transmitted, received, or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's systems are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. The district will inform system users that files and other information, including e-mail, generated or stored on district servers are not private and may be subject to such monitoring.
  2. Files and other information, including e-mail, sent or received, generated, or stored on district servers are not private and may be subject to monitoring. By using the district's systems, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.
  3. The district may establish a retention schedule for the removal of e-mail.
  4. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction.
  5. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district.
  6. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase.
  7. Transmission of any materials regarding political campaigns is prohibited. Providing general information is permitted, without advocacy for a position or candidate.
- M. Ensure all staff and non-district system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the information services office. Internet and e-mail accounts are authorized and issued by virtue of a student's status as a currently enrolled student in the district. It is only by permission signed by parent or guardian that the student will be provided access to an internet or e-mail account. All such agreements will be maintained on file in the school office.

### System Access

- A. Access to the district's systems is authorized to students with parent approval and when under the direct supervision of staff; as well as Board members, district employees, ~~students with parent approval, and when under the direct supervision of staff~~, district volunteers, district contractors, or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.
- B. Students, staff, Board members, volunteers, district contractors, and other members of the public may be permitted to use the district's systems for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/ guidelines/etiquette, and other applicable provisions of this administration regulation. Personal use of district-owned computers, including internet and e-mail access by employees, is prohibited if it interferes with the employee's duties during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

#### General Use Prohibitions/Guidelines/Etiquette

Operation of the district's systems relies upon the proper conduct and appropriate use of system users. Students, staff, and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical, and efficient utilization of the district's system.

#### A. Prohibitions

The following conduct is strictly prohibited:

1. Attempts to use the district's systems for:
  - a. Unauthorized solicitation of funds;
  - b. Distribution of chain letters;
  - c. Unauthorized sale or purchase of merchandise and services;
  - d. Collection of signatures;
  - e. Membership drives;
  - f. Transmission of any materials regarding political campaigns.
2. Attempts to upload, download, use, reproduce, or distribute information, data, software, or file share music, videos, or other materials on the district's systems in violation of copyright law or applicable provisions of use or license agreements.
3. Attempts to degrade, disrupt, or vandalize the district's equipment, software, materials, or data or those of any other user of the district's systems or any of the agencies or other networks connected to the district's systems.
4. Attempts to evade, change, or exceed resource quotas or disk usage quotas.

5. Attempts to send, intentionally access, or download any text file or picture or engage in any communication that includes material that may be interpreted as:
  - a. Harmful to minors;
  - b. Obscene or child pornography as defined by law or indecent, vulgar, profane, or lewd as determined by the district;
  - c. A product or service not permitted to minors by law;
  - d. Harassment, intimidation, menacing, threatening, or constitutes insulting or fighting words, the very expression of which injures or harasses others;
  - e. A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
  - f. Defamatory, libelous, reckless, or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense, or otherwise violates any law, rule, regulation, Board policy, and/or administrative regulation.
  
6. Attempts to gain unauthorized access to any service via the district's systems which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs.
  
7. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory and personally identifiable information. Personal contact information includes photograph; age; home, school, work, or e-mail addresses; phone numbers; or other unauthorized disclosure, use, and dissemination of personal information regarding students.
  
8. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization.
  
9. Attempts to use another individual's account name or password, or access restricted information, resources, or networks to which the user has not been given permission.

**B. Guidelines/Etiquette**

Appropriate system use etiquette is expected of all users and is explained in district training sessions and as described in the Student Network Use Handbook.

**Complaints**

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor, or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL and accompanying administrative regulation.

**Violations/Consequences**

A. Students

1. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Disciplinary action may be appealed by parents, students, and/or a representative in accordance with established district procedures.

B. Staff

1. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements, and applicable provisions of law.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for competent and ethical performance of Oregon Educators will be reported to TSPC as provided by OAR 584-020-0041.
4. Violations of ORS 244.040 will be reported to Government Standards and Practices Commission.

C. Others

1. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
2. Violations of law will be reported to law enforcement officials or other agencies, as appropriate and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

- A. The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's systems.
- B. Any disputes or problems regarding phone services for home users of the district's systems are strictly between the system user and his/her local phone company and/or long distance service provider.

Information Content/Third Party Supplied Information

- A. System users and parents of student system users are advised that use of the district's systems may provide unintentional access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's systems accordingly.
- B. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals are those of the providers and not the district.
- C. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
- D. The district does not warrant that the functions or services performed by or that the information or software contained on the systems will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the systems and any information or software contained therein.

**Corvallis School District 509J**  
**Student Electronic Account**  
**Technology Responsible Use Agreement Form**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_

**Parent or Guardian Section**

I have read the District's Technology Responsible Student Electronic Use Handbook (part of the Student/Parent Handbook), online at: <https://dnn.csd509j.net/Portals/1/Publications%20and%20Reports/S-P%20Handbooks/2011-12%20SP%20Handbook%20English.pdf>

The Technology Responsible Student Electronic Use Handbook is summarized on the back of this form. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the district system, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's systems are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. I understand by using the district's systems, individuals consent to having that use monitored by authorized district personnel.

I understand that use of the district's systems students may be exposed or be able to navigate to materials that may be considered objectionable and inconsistent with the district's mission and goals. I will instruct my child regarding restrictions against accessing material that are in addition to the restrictions set forth in the Technology Responsible Student Electronic Use Handbook. I also will emphasize to my child the importance of following the rules for personal safety.

I give permission for my child to access only those portions of the local and wide area network s (hereafter referred to as the "Network") connections that are approved by the Corvallis School District, and to use PEDs personal electronic devices and services only as approved by the district.

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian Name Printed \_\_\_\_\_ Phone \_\_\_\_\_

Home Address \_\_\_\_\_

E-Mail \_\_\_\_\_

**Student Section**

I have read the District's Technology Responsible Student Electronic Use Handbook (site address above) and summary on the back of this form. I agree to follow the rules contained in this handbook. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please return this completed form with registration materials to your student's school.*

**STAFF AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS  
SYSTEM ACCOUNT**

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: \_\_\_\_\_

Home Address: \_\_\_\_\_

Date: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

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Assigned Username: first name last name

Initial Password: password (to be changed by user)

**AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT  
(Non-District System User)**

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: \_\_\_\_\_

Home Address: \_\_\_\_\_

Date: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

---

Assigned Username: first name last name

Initial Password: password (to be changed by user)

## WEB-PAGE GUIDELINES

All web pages must follow district guidelines and be approved by the building principal and/or webmaster prior to publication.

### Content

All web pages must:

1. Contain name, address and district e-mail address of the author. Student web pages shall **cite** ~~use~~ the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. Use district **approved** templates;
6. Contain a created or modified date and the name or initials of the person responsible;
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the webmaster. All links should be checked regularly and revised as necessary.

Use of web pages for **personal** financial gain is prohibited.

### Standards

Web-page authors shall:

1. Comply with Board policies, administrative regulations, these guidelines and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use websites for academic, educational and research purposes only;
5. Use conventions of standard English or other languages.

Web-age authors shall not:

1. Display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit or illegal material;
2. Use website for commercial, purchasing or illegal purposes.

### **Disclaimer**

The district has made every reasonable attempt to ensure that the district's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the district's electronic communications policy. However, system users and parents of student system users are advised that use of the district's systems may provide unintentional access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's systems accordingly.

### **Student Safeguards**

1. Web-page documents may include only the first name and the initial of the student's last name; last names may be used with parent permission.
2. Documents may not include a student's phone number, address, names of other family members or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where mail is forwarded to a staff member.
4. Decisions on publishing student pictures will be made by the supervising teacher, after checking with the school office to determine if the student's parents have approved or objected to such publication.

### **Maintenance**

Maintenance of web pages, including the timely update of information and periodic checks of links, is the responsibility of the author. Web pages not up to date may be removed by the webmaster.

The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is unacceptable.

### **Privacy**

There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.



Corvallis School District 509J  
**Student Permission to Publish Form**

**Parent or Guardian:**

It is our practice when publishing your child's photo, work, or web pages electronically, such as on the Internet, to seek your written permission in accordance with the Family Educational Rights and Privacy Act (FERPA).

Staff Person \_\_\_\_\_

School Phone Number \_\_\_\_\_

**PLEASE FILL OUT THE FOLLOWING INFORMATION AND RETURN TO SCHOOL**

\_\_\_\_\_ has my permission to publish as indicated by checkmarks  
(School or Staff Person)  
below.

- Photo of my child. (Full names will not be published with photos without specific parental permission).
- Full name of my child in association with photos and other published documents.
- Work done by my child.
- Web pages created by my child.

I understand that personally identifiable information, such as address and telephone numbers will not be published electronically regardless of permission granted by this form. (Refer to board policy in the School Board Policy Handbook, Section J: Students, Education Records Management, and Personally Identifiable Information).

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Daytime Phone \_\_\_\_\_

Evening Phone \_\_\_\_\_

## Personal Electronic Devices and Social Media—Student

~~Subject to the conditions of this policy and administrative regulation JFCEB-AR,~~

Student possession or use of personal electronic devices (PED) on district property, in district facilities during the school day, and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent. A PED “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data. ~~emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to walkie talkies, either long or short range portable radios, portable scanning devices, cellular telephones and pagers, other digital audio devices (e.g., iPODS), personal digital assistants (PDAs), laptop computers, and similar devices with wireless capability. At no time will any device be allowed which provides for a wireless, unfiltered connection to the Internet.~~ The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not access social media websites, public websites, and blogs using district equipment, while on district property, or at district-sponsored activities unless the posting is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities. ~~Social media Web sites are Web sites such as, but not limited to, Facebook, MySpace, and Twitter.~~

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

~~The district will not be liable for PEDs brought to district property and district sponsored activities.~~

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges and disciplinary action, up to and including expulsion for using a PED in any manner that is academically dishonest, illegal, or violates the terms of this policy.<sup>2</sup> A referral to law enforcement official also may be made. PEDs owned by students and brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student's request to use a PED, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent may provide for the confiscation of PEDs, and the delivery of such devices to law enforcement, if requested for evidence purposes. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulation, and school rules governing PEDs are included in staff handbooks and student/parent handbooks and other means, reviewed annually, and updated as necessary.

END OF POLICY

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<sup>2</sup>The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

## PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Students may use and possess personal electronic devices (PEDs) on district grounds subject to the following:

1. Support of ~~PEDs personal electronic devices~~ is subject to available district resources including, but not limited to, IP addresses and network bandwidth capacity. Laptop computers and ~~PEDs PDAs~~ brought to school and accessing district resources may be restricted to classroom or instructional-related activities only and these activities may not impede district network capacity.
2. ~~PEDs personal electronic devices~~ shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policies, administrative regulations, school rules, or classroom rules<sup>3</sup>.
3. Unless authorized in advance by the building principal or designee for health or safety reasons, ~~for use as a study aid,~~ or in the event of an emergency situation that involves imminent physical danger:
  - a. ~~PEDs personal electronic devices~~ are not permitted to be turned on or visible on campus during the regular school day by students attending elementary and middle schools;
  - b. ~~PEDs personal electronic devices~~ may be used during the student's break time at high school. ~~They may not be used at any time in the proximity of any class, school activity, or event that may be in session or in progress during the regular school day.~~
  - c. ~~PEDs~~ may be used as electronic study aids in the classroom if provided as a part of a student's individualized education program (IEP), or if permission is received from the student's teacher. Otherwise, they may not be used at any time in the proximity of any class, school activity, or event that may be in session or in progress during the regular school day.
4. ~~At no time will any personal electronic device be allowed to be used for disruptive purposes while on district property or while the student is engaged in district sponsored activities.~~

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<sup>3</sup>The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

5. ~~PEDs personal electronic devices~~ that have the capability to take photographs or record video or audio ~~Digital devices which have the capability to take “photographs” or “moving pictures”~~ shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee.
6. The district shall not be responsible for loss, theft, or damage to ~~PEDs personal electronic devices~~ brought to district property or district-sponsored events.
7. ~~PEDs Personal electronic devices~~ must not be displayed in plain view during prohibited times of use.
8. ~~PEDs personal electronic devices may be used as electronic study aids in the classroom if provided as a part of a student’s individualized education program (IEP), or if permission is received from the student’s teacher.~~
8. The use of ~~PEDs personal electronic devices~~ in any way to send or receive messages, data, or information in any form (text, image, audio, or video) that would pose a threat to academic integrity, contribute to, or constitute academic dishonesty is strictly prohibited.
9. The use of ~~PEDs personal electronic devices~~ in any manner (text, image, audio, or video) that would violate the confidentiality or privacy rights of another individual is strictly prohibited.
10. Students shall comply with any additional school rules as established by the building principal and classroom rules as approved by the building principal concerning the appropriate use of ~~PEDs personal electronic devices~~.
11. ~~PEDs personal electronic devices~~ used in violation of law, Board policy, administrative regulation, or approved school rules will be confiscated, turned in to the school office, and/or transferred to law enforcement officials as appropriate. If law enforcement does not retain the device as evidence, the device will be returned to the student or parent following parent notification, conference, detention, suspension, and/or expulsion.
12. Students may not use ~~PEDs personal electronic devices~~ to access social media sites through a connection to district equipment or the district network unless the posting is approved by an authorized district representative.

## Corvallis School District 509J

### Technology Advisory Committee 1:World Phase IV Recommendation to the Superintendent March 2015

1:World Phase IV Budget <i>(TAC Recommendation)</i>	DEVICES & CARTS													TECH SUPPORT & PROFESSIONAL DEVELOPMENT				
	iPads			iPad Minis (K-2)			Chrome Books			Carts				Additional FTE				
	<i>(w/ case, apps, charger &amp; MDM)</i>													Materials Totals	Tech Support	Tech TOSA	Prof Develop	GRAND TOTALS
Location	Grades	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost					
1:1 Lincoln*	K-5	62	\$415	\$25,730	231	\$345	\$79,695				13	\$1,000	\$13,000	\$118,425				\$118,425
1:1 Garfield^	K-5	125	\$415	51,875	91	\$345	31,395				15	1,000	15,000	98,270				98,270
3rd - 5th (Adams%, Franklin, Hoover, Jefferson+ & Wilson@)	3 - 5	623	\$415	258,545		\$345					24	1,000	24,000	282,545				282,545
CHS - Full	HS		\$415			\$345		1,146	\$340	389,640				389,640				389,640
CVHS - Full	HS		\$415			\$345		995	\$340	338,300				338,300				338,300
College Hill - Full	HS		\$415			\$345		107	\$340	36,380				36,380				36,380
Enrollment Changes & Misc		30	\$415	12,450				20	\$340	6,800				19,250				19,250
Professional Development														0		90,000	90,000	180,000
Tech Support / Other														0	123,500			123,500
<b>TOTALS</b>		<b>840</b>		<b>\$348,600</b>	<b>322</b>		<b>\$111,090</b>	<b>2,268</b>		<b>\$771,120</b>	<b>52</b>		<b>\$52,000</b>	<b>\$1,282,810</b>	<b>\$123,500</b>	<b>\$90,000</b>	<b>\$90,000</b>	<b>\$1,586,310</b>

\*Lincoln: iPads already deployed in 4th grade DLI & English only classes; Garfield: iPad Minis already deployed in 2nd grade & iPads already deployed in English only classes; Adams: iPad Minis already deployed in 2nd grade; the 64 iPads needed for 5th grade in 2015-16 will be supplied by the re-purposing of current HS AVID iPads. HS AVID students will begin using Chromebooks in 2015-16; Jefferson: iPads already deployed in 4th & 5th grades; Wilson: iPads already deployed in 3rd grade  
Infrastructure: All remaining schools will be fully wired for 1:1 wifi by 6-30-16. The work will be covered by federal e-rate funds (60%) and the balance with Construction Excise Tax funds. Sites selected for Phase IV expansion will be completed during the Summer of 2015

Addn'l 1.0    1.0 Cert    General Fund  
 Classified    FTE  
 FTE -Tech I + (General  
 addn'l 1.0    Fund)  
 FTE-Tech II +  
 addn'l .5 FTE  
 of AA  
 Support (Gen  
 Fund)



**Corvallis**  
SCHOOL DISTRICT

VII.E.3. Superintendent's Technology Recommendations

## **1:World Superintendent Recommendations for Phase IV March 2015**

As we move into Phase IV of our digital conversion, 1:World, I am very appreciative for the depth of research and conversation conducted by our Technology Advisory Committee. Additionally, I am honored to serve among such talented and courageous teachers who have championed the shift of teaching and learning with the use of technology as a valuable tool.

I have provided the Board with the complete report presented by the Technology Advisory Committee (TAC) with very focused and prioritized recommendations to guide the superintendent's recommendations in expanding 1:World.

Along with the report, there is a financial cost sheet that itemizes the cost of the key TAC expansion recommendations.

As you read through the TAC recommendations, I am in support of all areas recommended with the following changes:

1. Internet filtering: TAC recommends the release of full filtering at the high school level, while still meeting the CIPA and COPPA requirements. I recommend that we engage our high school staff and administration in this conversation before making any changes to the current filtering restrictions.
2. Policy: TAC recommends changes in policy to align with our current practice. My recommendation is to move forward with the support of OSBA as we make draft changes that will come to the Board for approval.
3. Expansion: TAC recommends an extensive roll-out that includes full high school implementation. My recommendation is a more intentional and focused expansion that targets our equity priorities. You will see that my focus is to fully expand to 1:1 at both our DLI schools. Additionally, expansion to complete our 5<sup>th</sup> grade classrooms across the district will help ease the transition into our 1:1 middle schools.

At the high school level, I recommend expanding our efforts into specific classrooms and departments utilizing both iPads and Chromebooks so we can begin collecting the data as to benefits of type of device at this level.

Phase IV will include the completion of our infrastructure across the district. It also increases professional development for teachers and tech support for our technology department. As we bridge between traditional textbooks and resources into a more comprehensive digital resource platform for our students and staff, we will continue to research best practices and ways to incorporate more engaging and interactive resources that will enhance the teaching and learning experience for students and staff.

We continue to focus on sustainability of our digital conversion and will discuss ways to shift resources typically used for textbooks, computer lab and PC maintenance and replacement, and savings in print and copy costs into the continuation of our delivery of the most effective and engaging teaching and learning platform.

TAC will continue to meet regularly with the focus of their work on the development of a 3-5 year technology plan for the District.

I look forward to the near future where this conversation will not be around device and infrastructure, but around how we are experiencing the depth of learning in new and innovative ways that incorporate the 21<sup>st</sup> Century skills for our students. In reality, my recommendation for the expansion for Phase IV is less than 1% of the general fund budget, yet it has the potential impact in addressing the opportunity/access gap we face in our Corvallis schools, let alone provide us with a vehicle in which we can reach our ELL students from day one. I am confident that our efforts will become the way of doing business in Corvallis in preparing our students for college and career readiness.

**Corvallis School District 509J**  
 Superintendent's 1:World Phase IV Recommendation to the Board of Directors  
 March 9, 2015

1:World Phase IV Budget <i>(Superintendent's Recommendation)</i>	DEVICES & CARTS														TECH SUPPORT & PROFESSIONAL DEVELOPMENT			GRAND TOTALS	
	Grades	iPads			iPad Minis (K-2)			Chrome Books			Carts			Materials Totals	Additional FTE				
		Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost		Tech Support	Tech TOSA	Prof Develop		
		<i>(w/ case, apps, charger &amp; MDM)</i>																	
1:1 Lincoln*	K-5	62	\$415	\$25,730	231	\$345	\$79,695				13	\$1,000	\$13,000	\$118,425				\$118,425	
1:1 Garfield^	K-5	125	\$415	51,875	91	\$345	31,395				12	1,000	12,000	95,270				95,270	
All 5th (Adams%, Franklin, Hoover, Wilson)	5th	165	\$415	68,475		\$345					8	1,000	8,000	76,475				76,475	
AVID Expansion at CHS & CVHS	HS		\$415			\$345		140	\$340	47,600				47,600				47,600	
High School Pilots (four classrooms)	Misc		\$415			\$345		160	\$340	54,400				54,400				54,400	
Enrollment Changes & Misc		20	\$415	8,300		\$345		10	\$340	3,400				11,700				11,700	
Professional Development														0		90,000	40,000	130,000	
Tech Support / Other														0	71,600			71,600	
<b>TOTALS</b>		<b>372</b>		<b>\$154,380</b>	<b>322</b>		<b>\$111,090</b>	<b>310</b>		<b>\$105,400</b>	<b>33</b>		<b>\$33,000</b>	<b>\$403,870</b>	<b>\$71,600</b>	<b>\$90,000</b>	<b>\$40,000</b>	<b>\$605,470</b>	

\*Lincoln: iPads already deployed in 4th grade DLI & English only classes; ^Garfield: iPad Minis already deployed in 2nd grade & iPads already deployed in English only classes; %Adams: iPad Minis already deployed in 2nd grade; the 64 iPads needed for 5th grade in 2015-16 will be supplied by the re-purposing of current HS AVID iPads. HS AVID students will begin using Chromebooks in 2015-16.  
 -Infrastructure: All remaining schools will be fully wired for 1:1 wifi by 6-30-16. The work will be covered by federal e-rate funds (60%) and the balance with Construction Excise Tax funds. Sites selected for Phase IV expansion will be completed during the Summer of 2015

Funding: Addn'l 1.0 1.0 Cert General Fund GF: \$403,535  
 General Classified FTE FG: \$201,935  
 Fund: 50% FTE -Tech I (General  
 Facilities + addn'l .5 Fund)  
 Grant: 50% FTE of AA Support (Gen Fund)



# Corvallis

SCHOOL DISTRICT

## VIII. CONSOLIDATED ACTION

### VIII.A. Minutes

VIII.A.1. January 5, 2015

**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 6:39 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Judy Ball Beth Heaney Bill Kemper Felicia Reid-Metoyer Chris Rochester, Chair Tom Sauret, Vice Chair  <u>BOARD MEMBERS EXCUSED</u> Vincent Adams	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Steve Nielsen, Finance and Operations Director  <u>STUDENT REPRESENTATIVES PRESENT</u> Selena Refugio, College Hill Avery Allen, CHS Katie Kearns, CVHS
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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. He noted some minor edits to the December 1, and December 15, 2014 minutes. When the minutes are voted on as part of Consolidated Action, the changes will be incorporated.
- III. COMMITTEE/BOARD MEMBER ITEMS**
- A. OSBA Convention Takeaways** – Board members shared their reflections on the workshops they attended at the convention in November.
- IV. STUDENT REPRESENTATIVE REPORTS** – Student representatives provided highlights about the activities involving their schools.
- V. SUPERINTENDENT'S REPORT** – Dr. Prince offered highlights from the past month and provided information regarding current and future initiatives.
- VI. STAFF AND PUBLIC TESTIMONY** – No one testified.

## VII. SPECIAL REPORTS

### A. Boys & Girls Club Teen Center

Chair Rochester provided historical context for the benefit of the audience. Maintenance Manager Kim Patten and Finance and Operations Director Steve Nielsen gave a PowerPoint presentation. (Filed as Supplemental Item #V-9 in the Official 2014-15 Board Minutes.) Chair Rochester noted that this presentation is to give Board members the fullest possible information leading up to this point. He said that at the February 2, 2015 meeting, Board members will be asked to approve a communication that the District will send to the BGCC, which will include all of the Board's conditions.

Some of Ms. Patten's and Mr. Nielsen's comments and responses to Board member questions included:

- The traffic study commissioned by the Boys & Girls Club of Corvallis (BGCC) was a very important initial step before club leadership could determine whether or not to submit a conditional use permit application to the City of Corvallis.
- We're working with legal counsel on the conditions.
- The objective tonight is to make sure that Board members have all of the pertinent information they need in order to make a decision.
- We would propose traffic flow inhibitors such as remote control gates for buses only.
- Special needs busing will continue to drop off/pick up in the same location as currently; no change will occur.
- We gave feedback to BGCC to investigate expanding north to south for the parking lot, to save more of the playing field.
- There's a potential requirement by the City for increased parking, which would then extend the lease line further.
- BGCC is already using more space than they're allotted – in the field to the north of the club.
- The extra space north of the building isn't being used for parking due to current land use code which states that parking needs to be behind the building.
- Talking with BGCC about the lease line allows the reopening of their 99 year lease; we will take advantage of that and make it a very complete and clear lease.
- BGCC will need to raise funds for this extension. Currently, they have a fairly substantial gift in place, and they have a Memorandum of Understanding (MOU) with Trillium for mental health services for children and their families.
- Trillium would put up 25% of the project costs and become a lessee, which is also part of our discussion with legal counsel.
- Trillium would operate as a school-based mental health clinic, based more as family counseling and counseling for our students. Trillium is the same organization that's already providing services in our schools.
- The next step is possible Board action on February 2, 2015, to approve a lease line extension in support of teen center expansion, subject to 509J conditions and the City of Corvallis land use application process.

Chair Rochester noted that having conditional approval from the District to proceed with the conditional use permitting process will greatly help BGCC to engage in fundraising.

Assistant Superintendent Kevin Bogatin said the BGCC hasn't really begun fundraising but once it's known that the teen center project will move forward, BGCC would implement a three year fundraising plan.

Vice Chair Sauret's comments included:

- There are some new complexities in the lease arrangements because we could have a sub-lessee.
- We've had discussions about safety and security for LPMS students and those using the Osborn Aquatic Center.
- The key thing for the Board to know is that the District is using an attorney and this process needs the attorney to stay involved.
- There are a number of issues which must be addressed to protect the interests of the District.
- BGCC is working to have the architectural drawings done to scale.
- We would wait to grant an extension until we had those drawings, so that we would know for sure where the lease line will be.

Chair Rochester's comments included:

- We have asked BGCC for a certain amount of architectural-level plans; the Board won't be asked to vote on anything less than completely professionally prepared documents.
- This is fundamentally a collegial and collaborative process; BGCC needs our approval to move forward. There are a lot of steps involved in the land use process.
- Mr. Nielsen and Ms. Patten will provide periodic reports on the progress of the project.
- There are many constituencies affected by this process, including the surrounding neighborhood.
- I am convinced that giving up part of that very lightly used field is worth it for offering the community a much enhanced teen center with a partnership that will address critical mental health needs.

#### **B. 2015-16 School Calendar Parameters**

Human Resources Director Jennifer Duvall said next year's calendar needs to be developed; she is seeking parameters from the Board. She explained that in the past, the Board has desired options rather than one set calendar to vote on; the goal is to bring options to the Board in March and seek action in April. Past parameters she plans to continue are keeping short weeks to a minimum, making sure makeup days are identified, and making sure we meet our contractual obligations with our teachers' association.

Director Ball noted that conferences hadn't been mentioned by Ms. Duvall, adding that having conferences at exactly the same time for all levels is quite problematic for families that have kids at different levels. Ms. Duvall acknowledged that no perfect model exists for conferences. She

added that if there were different conference days, there would need to be different calendars for each level.

Ms. Duvall noted that Labor Day is September 7, 2015 and that in the past the District always started school after Labor Day; if we do that this year, it'll position the end of school much later into June. She added that if school were to begin before Labor Day this year, the District would consider a different start day rather than a mid-week start.

In response to a comment from Director Heaney about the consideration of weather because it's usually nice in September but not very nice in June, Mr. Bogatin explained that a testing window exists which must be factored in. Dr. Prince added that there are so many factors, such as summer programming with OSU, the calendars of our neighboring districts, and the Oregon School Activities Association (OSAA).

Ms. Duvall said that in the past, a full week off of school was scheduled around the Thanksgiving holiday but that it got mixed reviews. She added that Albany School District holds conferences during that week. Ms. Duvall noted that this year's calendar includes a couple of early release days on Fridays to allow professional development to happen on a more regular basis through the Collaboration Grant; staff would like to have those happen more frequently next year.

Board member comments included:

- What's concerned me is the long slog between January and spring break. I'd like to see some other break in those dark winter months rather than more breaks in the fall.
- Smarter Balanced is the one new thing we'll have to factor into the school calendar that we've never had to deal with.
- It doesn't make sense to have three dead weeks of school after Smarter Balanced is over.
- Take LBCC's calendar into consideration because some of our students take courses there; it would be nice to have grades in hand for graduation requirements.

In response to a question from Director Reid-Metoyer about whether now is the time to discuss school start times, Ms. Duvall noted that the calendar work group focuses on days; it looks at the number of instructional hours as a whole but not at start times. She added that staff tries to balance the number of days between the two semesters but it's challenging; this year's later Labor Day may change things.

### **C. 509J By The Numbers - Part One**

Finance and Operations Director Steve Nielsen led review of the key data in the report, noting that staff is always looking to enhance this report to make it more useful. He, Assistant Superintendent Kevin Bogatin, and Administrative Assistant Jennifer Schroeder responded to questions.

Staff's comments and responses to Board member questions included:

- We expanded full day kindergarten to all of our title schools last year; this year we expanded it to the rest of our schools.
- Due to the late closing of a private kindergarten provider, we've seen an increase in kindergarten numbers in addition to the increase due to full-day kindergarten.
- We are in the second year of our Running Start Program. We receive state funding for those students but we pay it to LBCC because those students are 5<sup>th</sup> year seniors.
- Before the implementation of full day kindergarten, we usually saw a bump in 1<sup>st</sup> grade enrollment numbers; now that dynamic might be a little different; we can certainly take a look at that.
- A couple of the factors impacting the difference in enrollment between the two high schools includes CHS pathway programs such as Life Skills, as well as the fact that CVHS pathway schools make up only 45% of the elementary enrollment.
- For the past two years, transfers into LPMS and CHS have been closed; the difference in enrollment between both middle schools and both high schools has gotten a little bit better.
- College Hill is not considered a school; those students are considered CV and CHS students.
- Regarding race/ethnicity data, there's no way in our system to indicate whether the information was self-reported or just a guess by a staff member.
- Students exit the English Language Learners (ELL) program as they move up in grades.
- The term "Ever Language Learners" is used now because students who've exited the program are always monitored, even though they're not counted in the ELL numbers.
- Historically, the District identified a lot of students as Talented and Gifted (TAG) at the early grades; however, we worked with the state and now discourage really early identification. We wanted longer data sets on which to base our identifications. We are using multiple assessments and indicators, which have led to a range that's still above the national level but ultimately in an acceptable range in the state's terms.
- Students identified as TAG keep that identification for the rest of their K-12 tenure, even if they're not continuing to perform at a high level.
- I sat on a task force two years ago that advocated for more funding for TAG. The legislature rejected our request to present; there's no funding across the state. Corvallis has some advantages such as our Local Option Levy, and we have maintained Advanced Placement (AP) classes at a high level.
- Our primary measure of academic identification is state testing; you will see a jump in 4<sup>th</sup> grade in the number of TAG identified students because that's when we have multiple years of academic data. The norming occurs a year later; with Smarter Balanced the norming may come in the fall of the following year.
- Oregon State University (OSU) used to require students to be TAG identified in order to participate in great summer and winter programs, but now they will accept letters from teachers.

Director Heaney pointed out that the OSU programs are expensive; therefore, the students whose families have the means can take advantage of the opportunities but those without the means cannot.

Due to the lateness of the hour, Chair Rochester closed the discussion. More discussion will take place at a subsequent meeting.

**D. Linn Benton Lincoln Education Service District (LBL ESD) 2015-17 Local Service Plan**

LBL ESD Superintendent Mary McKay and Corvallis School District Assistant Superintendent Kevin Bogatin presented. Dr. Prince set the stage for the discussion by saying that the superintendents in the region had already approved the 2015-17 Local Service Plan (LSP) before it was submitted to the ESD board of directors for their approval; however, the boards of the component districts also have to take formal action to approve it.

Ms. McKay led review of the proposed resolution and LSP. She explained that the ESD has contracts with non-component districts across the state, which brings in some additional funding for the component districts.

Chair Rochester noted the scarcity of speech language pathologists (SLPs). Responses by Ms. McKay and Mr. Bogatin included:

- It's a significant problem to find qualified people.
- Training to become an SLP is very expensive and requires a master's degree.
- There are a limited number of programs available to generate SLPs.
- The range of job opportunities for SLPs is very far ranging because they have a medical license; the medical field pays a lot more than we can.
- It's a challenging issue that we're all working on.
- We go to job fairs to try to recruit. We're hopeful that we will find some qualified candidates by starting our recruitment early.
- It is harder to find SLPs than Occupational Therapists (OT) and Physical Therapists (PT) because there's a greater need for SLPs than the others.
- All of the services the Corvallis School District will receive through the LSP are set forth in a separate document, not in the LSP.
- Tier 1 represents two-thirds of the overall funding; Tier 2 represents one-third.

In response to a question from Director Ball regarding how accountability for the performance measures in the LSP will be assured, Ms. McKay said the ESD's primary accountability piece is whether the districts want the service or not. She added that performance measures in the LSP are more an example of a goal we may have for that particular program for that particular year.

In response to a question from Director Heaney regarding what choices districts have if they're not happy with the services provided by the ESD, Ms. McKay said the superintendents of the component districts have those discussions when they're determining what services are Tier 1 or Tier 2. Mr. Bogatin added that some of the Tier 1 services are there to help smaller districts; the three largest districts in LBL ESD want to work collaboratively to help the smaller districts. Ms. McKay noted that the bulk of the economy of scale is lost when services are moved out of Tier 1.

Dr. Prince commented that LBL ESD is the third ESD in which she's worked and is hands down a model that other ESDs should be looking at; it's flexible and adaptive and differentiates between our needs. We tend to be an envy of other districts and superintendents across the state because of our tiered model.

## VIII. CONSOLIDATED ACTION

Director Heaney noted a correction in the December 1, 2014 minutes to the list of school administrators present. This change, and the ones noted by Chair Rochester at the start of the meeting, will be incorporated into the final minutes following the vote on Consolidated Action.

### **MOTION #19:**

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

The following items were approved.

**A. Minutes** – November 17, 2014; December 1, 2014; December 15, 2014.

### **B. Licensed Personnel Recommendations**

#### Recommendation to Hire

- Mukta Gupta: Elementary PE Teacher, 0.80 FTE, Lincoln Elementary School, effective December 17, 2014 (Temporary)
- Jessica Hemmele: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective January 5, 2015 (Probationary)
- Jennifer Seesz-Jones: Special Education Teacher, 0.50 FTE, Corvallis High School, effective December 17, 2014 (Temporary)
- Trinity Welch-Radabaugh: Assistant Principal, 1.0 FTE, Crescent Valley High School, effective January 1, 2015 (Temporary)

#### Termination/Resignation/Layoff/Retirement

- Michael Beck: Assistant Principal, 1.0 FTE, Crescent Valley High School, effective December 31, 2014 (Resignation).
- Jennifer Zarate: Fifth Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective December 19, 2014 (Resignation)

#### Request for Leave

- Trinity Welch-Radabaugh: Math Teacher/Intervention Specialist, 1.0 FTE, Crescent Valley High School, requesting 1.0 FTE leave from January 1, 2015 to June 30, 2015.

## IX. CONSOLIDATED INFORMATION

### **A. Non-Licensed Personnel Information**

#### Recommendation to Hire

- Janice Lorenzen: Career Center Specialist, 3 hrs, Crescent Valley High School, effective January 5, 2015 (Limited Term)

- Emilie Zook: Educational Assistant 2/LRC, 6.5 hrs, Adams Elementary School, effective January 5, 2015 (Limited Term)

Termination/Resignation/Layoff/Retirement

- Christie Walsh: Lead Baker, 8 hrs, Central Kitchen, effective January 5, 2015 (Resignation)

**B. Comprehensive Annual Financial Report (CAFR) – Fiscal Year Ended June 30, 2014** (Transmittal page is filed as Supplemental Item #VI-7 of the Official 2014-15 Board Minutes.)

**C. Unaudited Financial Statements - November 30, 2014** (Filed as Supplemental Item #VI-8 of the Official 2014-15 Board Minutes.)

In response to a question from Vice Chair Sauret regarding a \$2,507 payment to the Rheinlander German restaurant, Mr. Nielsen explained that it was a CHS German Class field trip, noting that the money came from the school's special designated revenue funds.

**X. EXECUTIVE SESSION** – The Board met in Executive Session at 5:45 p.m. under ORS 192.660(2)(i) – Superintendent's mid-year evaluation/check-in on goals.

**XI. ADJOURNMENT**

There being no further business before the Board, Chair Rochester adjourned the public meeting at 8:47 p.m. and the board reconvened the Executive Session following a short break.

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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.A.2. January 26, 2015

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

**I. CALL TO ORDER AND ROLL CALL**

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

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams Judy Ball Beth Heaney Bill Kemper Felicia Reid-Metoyer Chris Rochester, Chair Tom Sauret, Vice Chair	Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Finance and Operations Director Jennifer Duvall, Human Resources Director

A quorum was present and due notice had been published.

**II. PLEDGE OF ALLEGIANCE** – Chair Rochester led those present in the Pledge of Allegiance.

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

**MOTION #20:**

**It was moved by Director Adams and seconded by Vice Chair Sauret that Ms. Lopez’s appeal of the administration’s resolution of her complaint be denied on the grounds that the District staff’s response was appropriate. The motion was voted on and passed unanimously.**

**IV. DIVISION 22 STANDARDS**

Assistant Superintendent Kevin Bogatin referred to the information sheet the Board had received prior to the meeting. (Filed as Supplemental Item #V-10 in the Official 2014-15 Board Minutes.)

He noted that the District is out of compliance with two Oregon Administrative Rules (OARs) relating to *prevention education programs in drugs and alcohol*, and *media program*; he touched on the efforts the District plans to take in order to reach compliance. He explained the action that would be needed by the Board in order to meet one of the standards regarding instructional hours.

**MOTION #21:**

**It was moved by Vice Chair Sauret and seconded by Director Adams to authorize the school district to include up to 30 hours of professional development time in the calculation of instructional hours. The motion was voted on and passed unanimously.**

**MOTION #22:**

**It was moved by Director Kemper and seconded by Vice Chair Sauret to authorize the district to reduce instructional time for twelfth-grade students for not to exceed 30 hours of instructional time. The motion was voted on and passed unanimously.**

**V. SCHOOL BOARD RECOGNITION – BRIEF COMMENTS BY SUPERINTENDENT**

Dr. Prince read aloud the Governor’s Proclamation designating January 2015 to be School Board Recognition Month, noting that the rest of the recognition ceremony will take place at the next meeting, when students and staff will present books that they’ve selected for their libraries in honor of the Board. Dr. Prince extended thanks to the Board for their time, energy and passion for the success of Corvallis’ students and staff.

**VI. EQUITY**

Chair Rochester set the context for the evening, noting that additional conversation and the presentation of an action plan by Dr. Prince would occur in March. Dr. Prince gave a PowerPoint presentation. (Filed as Supplemental Item #V-11 in the Official 2014-15 Board Minutes.) She explained that staff had spent an extraordinary amount of reflection and time in preparing information that will be relevant and meaningful to tonight’s conversation.

Board members engaged in some small group exercises. They briefly shared their thoughts regarding an article they had read prior to the meeting called “Transforming Deficit Myths about Learning, Language and Culture.”

Board members shared aloud their definitions of equity:

- Everyone gets what they need to succeed. No excuses for failure. (Ball)
- The balanced distribution of limited resources to identified groups that benefit all students in achieving their full educational potential. Fairness and justice prevail over equal

distribution as guiding principles for the distribution of resources. Resources boil down to money, but are quantifiable by time, number of students benefited, etc. (Kemper)

- Equity is the process. Equality is the outcome. (Heaney)
- Fairness in access to opportunity regardless of race, socioeconomic status, language, ability, or disability. (Sauret)
- Put resources where they are most needed to give every student in every school the best possible chance to succeed. (Rochester)
- Equity is not the same as equality. Equity is justice. In order to achieve equality we must first commit to equity. (Reid-Metoyer)
- Equity is a principle that recognizes that all individuals possess inherent dignity, value and potential; that all are deserving of warm fellowship, meaningful work, and self-actualization, and as such, demands the just and compassionate treatment of all people regardless of social status. (Adams)

Board members shared their key learnings for the evening. Some of their comments included:

- Data is the great equalizer. Data is what we'll use to see where we are, unintentionally, inequitable.
- Predictive vs. reactive – I'm having trouble with that.
- If we drill down too deeply into the numbers are we missing anything? I'm concerned about the unintended consequences; if we get too far down in the trenches, I'm afraid of what we'll miss – we'll succeed in what we're looking at but are we looking at the whole?
- One of the concerns I have in looking at the article is that we develop myths based on information and data. Does that then perpetuate the problem?
- One of the more interesting pieces of data is on the chart representing the number, percent and risk ratios of Special Education students by race/ethnicity and disability. Hispanic students have been flagged by ODE as being disproportionately represented. However, if the other races – which separately have too few students to be displayed – are combined, they would probably be flagged too.
- We need a radical change because this is not necessarily a resources issue, it's an issue of how we do business.
- We need to be radical but we also need to be cognizant of the fact that our staff has certain limitations in terms of numbers, skills and abilities. We should start with what new tools we give our staff because the teacher in the classroom has to have the right tools.
- Maybe we need a "collaboration school district" with OSU.
- It would be interesting to see how much of the changes in demographics of our population are driven by OSU.
- This is an example that expectations can play an enormous role. There needs to be more focus on class; it's one of the uncomfortable things in Corvallis that we don't address very well. If we have people in the school system greeting students with a preconceived notion of a family, such as "they're 10 million words behind"; it's not the words that's setting them behind, it's the expectation of what they can do that's putting them behind. I believe a 5 year old is a whole pot of untapped potential.

- Regarding 5 year olds, we have educational inequalities but we also have aspirational inequalities in race, ethnicity, etc. Are we giving them our all to give them aspirations? What are we doing for them once we give them the educational tools?
- One of the organizations that most accurately reflects social realities in the City of Corvallis is the school district; I'm astonished at how many people that are positioned to make changes don't get that.
- The Mark Keppel Elementary School [the school profiled in the aforementioned article] is a really good example of pedagogical changes. Are we interested in motivating our teachers in making a paradigm shift?
- Adjust teachers'/students' locus of control in order to leverage things they can have an impact on, rather than focusing on things we can't impact; parents in jail and of low income are loci of control that we can't change.
- Regarding the discipline numbers, I'd like to take a really deep look at how we're disciplining and find out things such as: *How many of those students are out of class? How many are expulsions? How much content are those students not getting access to?*
- As we look at the structure of discipline, I've been delving into restorative practices. That's another area to look into.
- None of these areas are policy; I don't know if that's in the realm of anything we can articulate as a board.
- If you use the budget parameter discussion as a sort of template for how the board could contribute positively to a policy process or pedagogical shift, the Board could make clear to the superintendent what the Board's priorities are, e.g., *bolstering FTE to target ELLs is important to us.*

Director Reid-Metoyer asked why only 2011-12 data was shown for two subgroups (*Black/African American* and *American Indian/Alaska Native*) on the chart *Grade 3 Reading Performance – Mean Scores by Race/Ethnicity*, adding that it seems as though these two subgroups are not included in this conversation because their trajectory is not represented on the graph. She asked how we are sure that we are including these smallest subgroups in this conversation even when we can't see them completely represented at times. Ms. Lesan explained that for confidentiality reasons, the Oregon Department of Education will not publicly share the data for subgroups containing fewer than six students because the students would be identifiable. Director Reid-Metoyer noted that she is feeling suppressed and marginalized because those subgroups include her children and are identifiers for her ethnicity. Dr. Prince noted that when we go into STAR data we can get more individualized results.

Board members reflected on the evening's conversation and shared aloud what their priorities are in addressing equity as we move forward. Some of their comments included:

- I'm looking at the numbers of kids in the red and yellow zones at Garfield and I'm noticing they're having the same amount of RTI support as Hoover.
- What's jumping out is to see the numbers and the testing broken down and then put that into context with special services and the proportionate needs vs. staffing.

- In talking with Eric Wright at College Hill, I learned that there are a certain number of spots available at College Hill for CHS and CV students; however, CV can't fill their spots but CHS has kids on the waiting list.
- What jumped out at me is the inequity across our schools. We have such different needs and despite the changes that have been made we are still funding far too equally across the board. Until the budget reflects our equity priorities, all this is just talk.
- We funded equally, not equitably, and we really need to work on that. This College Hill situation is just the tip of the iceberg.
- If we don't move boldly in this budget cycle we will be remiss. I'm feeling a strong sense of urgency and we should dive in with a laser focus on behavior and attendance data, and use that data for allocation.
- Franklin School stood out for me; I don't get it.
- I'd like to know more about the programming at the two high schools and what programming is perpetuating the things that we're seeing in Corvallis.
- Related to the culture of Corvallis, we need to extend an invitation to our Spanish-speaking families to speak out; they need to feel comfortable talking to us.
- Can we have some of our meetings in places that are more comfortable for our Spanish-speaking families, such as Lincoln, Garfield and CHS?
- We're to blame somewhat because we can't conduct a board meeting in Spanish or Arabic, etc.
- We have to remember that we have to serve all of our students; some we're not serving enough right now and that's where equity comes into play.
- I like hearing that we're working with students on different ways to meet essential skills; we'll probably have to redouble our efforts for a while until the structural changes take place.
- Related to behavioral issues and absenteeism, our figures don't look as good as they should. When kids are pulled out of the classroom, we need to make sure that they get the instruction they need. They need a good quality education so they can move on with their lives.
- Bear in mind that our action will have political dimensions. This will not simply be a technocratic process.
- The discrepancies among our schools are unacceptably wide. When I put Franklin, for example, in the context of equity across the school district, by many measures it is an outlier. It is as if Franklin, through a series of specific choices and decisions, operates as a virtual charter or magnet school, yet it does not have the operational status of a charter or magnet school.
- I would like to know the extent of which our ELL population is being driven by OSU.
- I feel it's important to reach out to incoming kindergarten students.

District Equity Coordinator Alicia Ward-Satey invited the Board to an upcoming roundtable discussion for Spanish speaking families, during which they would have the opportunity share their concerns and experiences in Corvallis. She added that the meeting will be in Spanish; non-Spanish speakers will have headphones to hear an English translation.

**VII. EXECUTIVE SESSION**

The Board met in Executive Session at 5:30 p.m. under ORS 192.660(2)(h) – To consult with legal counsel, ORS 192.660(2)(f) – To consider records that are exempt by law from public inspection, and ORS 192.660(2)(b) – To hear complaints against staff members.

**VIII. ADJOURNMENT**

There being no further business before the Board, Chair Rochester adjourned the meeting at 9:06 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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Unadopted Minutes



**Corvallis**  
SCHOOL DISTRICT

VIII.B. Licensed Personnel Recommendations Including Annual Contract  
Renewals

**BOARD MEETING DATE: March 9, 2015**

**FOR ACTION**

**SUBJECT: Licensed Personnel Action**

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1. Issue: Information on licensed personnel recommendations

a. Annual Contract Renewals:

Attached are the personnel recommendations for the 2015-2016 school year, grouped by contract status.

Recommendations: Approve attached recommendations

Involvement: District Staff

b. Recommendation to Hire:

Karen Huhn: Math Teacher, 0.67 FTE, Crescent Valley High School, effective January 27, 2015 (Temporary)

Gerald Kosanovic: Principal, 1.0 FTE, Franklin School, effective March 9, 2015 (Temporary)

Paul Navarra: Assistant Principal, 1.0 FTE, Corvallis High School, effective July 1, 2015 (Probationary)

Trinity Welch-Radabaugh: Assistant Principal, 1.0 FTE, Crescent Valley High School, effective July 1, 2015 (Probationary)

c. Termination/Resignation/Layoff/Retirement:

Paul Regan: Math Teacher, 0.67 FTE Linus Pauling Middle School, effective June 30, 2015 (Retirement)

Marion Thenell: Math Teacher, 0.83 FTE, Linus Pauling Middle School, effective June 30, 2015 (Resignation)

**ACTION REQUESTED:** Approve recommendations.

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**CONTACT PERSON:** Jennifer Duvall



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**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2015-2016 school year.

**CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017**

Name	Building	Current Status
Abrams, David P	Adams Elementary	Contract Teacher
Adams, Maria E	Lincoln Elementary	Contract Teacher
Alexander, Kathy O	Garfield Elementary	Contract Teacher
Anderson, Marian P	Franklin School	Contract Teacher
Andresen, Carol Ann S	Franklin School	Contract Teacher
Apple McConahy, Angela M	Wilson Elementary	Contract Teacher
Argo, Claudia V	Linus Pauling Middle	Contract Teacher
Ash, Connie M	Adams Elementary	Contract Teacher
Banuelos, Irma L	Lincoln Elementary	Contract Teacher
Barker, Patricia A	Garfield Elementary	Contract Teacher
Barron, Justin L	Hoover Elementary	Contract Teacher
Baumgartner, Sandra M	Mt. View Elementary	Contract Teacher
Bay, Eva Annika	Crescent Valley High	Contract Teacher
Beck-Ard, Laura C	Corvallis/Crescent Valley	Contract Teacher
Behrens, Gerhard B	Adams Elementary	Contract Teacher
Bell, Sandra S	Cheldelin Middle	Contract Teacher
Benning, Tamara A	District Office	Contract Teacher
Benson, Mary S	Wilson Elementary	Contract Teacher
Beran, David D	Crescent Valley High	Contract Teacher
Berg, Katherine C	Mt. View Elementary	Contract Teacher
Berrey, Thomas P	Cheldelin Middle	Contract Teacher
Birdseye, Deborah H	Jefferson Elementary	Contract Teacher
Blount, Sarah A	Crescent Valley High	Contract Teacher
Boedtke, Beatrice A	Linus Pauling Middle	Contract Teacher
Boggs, Valerie K	Garfield Elementary	Contract Teacher
Bolden, Christy V	Garfield Elementary	Contract Teacher
Boley, Janet E	Crescent Valley High	Contract Teacher
Bontrager, Beth E	Hoover Elementary	Contract Teacher
Boock, Kristin E	Wilson Elementary	Contract Teacher
Boyd-Berman, Holly S	Linus Pauling Middle	Contract Teacher
Bradley, Paul W	Wilson Elementary	Contract Teacher
Bregar, Daniel M	Crescent Valley High	Contract Teacher
Brewer, Jeanette K	District Office	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017 continued

Brooks, Greta F	Corvallis High	Contract Teacher
Bryan, Joanne S	Lincoln Elementary	Contract Teacher
Buchanan, Paul V	Crescent Valley High	Contract Teacher
Cadotte, Melissa L	Cheldelin Middle	Contract Teacher
Carpenter, Laura J	Linus Pauling Middle	Contract Teacher
Carrick, Margaret R	Hoover/Jefferson	Contract Teacher
Carter, Wanda B	Franklin School	Contract Teacher
Carver, Emily M	Hoover Elementary	Contract Teacher
Caster, Gregory C	Linus Pauling Middle	Contract Teacher
Caster, Trudi J	Corvallis/Crescent Valley	Contract Teacher
Chilvers, Jody E	Linus Pauling Middle	Contract Teacher
Ciechanowski, Ian M	Cheldelin Middle	Contract Teacher
Cook, Matthew M	Franklin School	Contract Teacher
Cornell, Peg	Crescent Valley High	Contract Teacher
Cox, Robert J	Crescent Valley High	Contract Teacher
Criscione, Anicia	Hoover Elementary	Contract Teacher
Criscione, Matthew A	Hoover Elementary	Contract Teacher
Crisostomo, Roseanne E	Lincoln Elementary	Contract Teacher
Crotti, Theodora A	Corvallis High	Contract Teacher
Davila-Williams, Nancy M	Garfield Elementary	Contract Teacher
Davis, Jennifer H	Cheldelin Middle	Contract Teacher
Davis, Laura L	Adams Elementary	Contract Teacher
Day Isaias, Kara M	Wilson Elementary	Contract Teacher
Dazey, William Eric	Corvallis High	Contract Teacher
Delamater, Jeanine M	Hoover Elementary	Contract Teacher
Delp, Laura A	Linus Pauling Middle	Contract Teacher
Demarest, Ellen N	Wilson Elementary	Contract Teacher
Demeo, Barbara C	Mt. View Elementary	Contract Teacher
Diaz, Susan M	Corvallis High	Contract Teacher
Dillon, Timothy L	Hoover Elementary	Contract Teacher
Donne, Carolyn M	Jefferson Elementary	Contract Teacher
Duerfeldt, Ross G	Corvallis High	Contract Teacher
Duvall, Robert J	Corvallis High	Contract Teacher
Eastwood, Victoria S	Crescent Valley High	Contract Teacher
Egan, Lisa G	Corvallis High	Contract Teacher
Ellingson, Craig T	Crescent Valley High	Contract Teacher
Ellis, Charlyn L	Corvallis High	Contract Teacher
Endo, Linda H	Hoover Elementary	Contract Teacher
England, Jennifer A	Franklin School	Contract Teacher
Erickson, Kristin K	Jefferson Elementary	Contract Teacher
Filloy Sharp, Amanda	Corvallis High	Contract Teacher
Fischer, Tracey E	Adams Elementary	Contract Teacher
Fong, Sandra E	Linus Pauling Middle	Contract Teacher
Foster, Dennis C	Linus Pauling Middle	Contract Teacher
Foulkes, Patty	Garfield Elementary	Contract Teacher
Fowler, Sheila J	Crescent Valley High	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017 continued

Free, Stacey K	Franklin School	Contract Teacher
Freedman, Kevin M	Crescent Valley High	Contract Teacher
Froot, Ellen	Crescent Valley High	Contract Teacher
Gable, David C	Cheldelin Middle	Contract Teacher
Gabonay, Erika	Corvallis High	Contract Teacher
Garcia, Angela M	Cheldelin/Franklin	Contract Teacher
Garrison, Gregory J	Corvallis High	Contract Teacher
Giddens, Jayce H	Corvallis High	Contract Teacher
Gosser, Anna Marie	Hoover Elementary	Contract Teacher
Graham, Cheryl A	Wilson Elementary	Contract Teacher
Green, Alison Popoff	Jefferson Elementary	Contract Teacher
Griffin, Leslie K	Corvallis High	Contract Teacher
Griffith, Carol A	Harding Center	Contract Teacher
Hackethorn, Kristen M	Corvallis High	Contract Teacher
Hagel Jr, Maughn C	Corvallis High	Contract Teacher
Hall, Claudia J	Linus Pauling Middle	Contract Teacher
Halsey, Julie L	Crescent Valley High	Contract Teacher
Hammond, Diana M	Garfield/Lincoln	Contract Teacher
Hannigan, Angela J	Garfield	Contract Teacher
Harris, Nathan A	Adams Elementary	Contract Teacher
Harrison, John F	Linus Pauling Middle	Contract Teacher
Harry, Deborah R	Cheldelin Middle	Contract Teacher
Hasenstein, Liisa B	Linus Pauling Middle	Contract Teacher
Hawkins, Christine M	Adams Elementary	Contract Teacher
Hawkinson, Paige D	Franklin School	Contract Teacher
Heath, Thomas J	Jefferson Elementary	Contract Teacher
Hee, Malia A	Crescent Valley High	Contract Teacher
Hibbert, Kelsey L	Cheldelin/Linus Pauling	Contract Teacher
Hicks, Shayna G	Mt. View Elementary	Contract Teacher
Holcomb, Lisa M	Cheldelin Middle	Contract Teacher
Holmberg, Sue V	District Office	Contract Teacher
Holt, Robert	Corvallis High	Contract Teacher
Howe, Ronald J	Crescent Valley High	Contract Teacher
Huffaker, Roxie A	Cheldelin Middle	Contract Teacher
Huidor Dever, Elvira	Garfield Elementary	Contract Teacher
Hyde, Gregory N	Corvallis High	Contract Teacher
Jack, Alleya S	Garfield Elementary	Contract Teacher
Janes, Kristine M	Crescent Valley High	Contract Teacher
Johnson, Mary T	Crescent Valley High	Contract Teacher
Johnson, Travis P	Franklin School	Contract Teacher
Jones, Karen E	Corvallis High	Contract Teacher
Kammerzelt, Daniel J	Corvallis High	Contract Teacher
Kanter, Ryan M	Crescent Valley High	Contract Teacher
Kaye-Waggle, Alexia S	Garfield Elementary	Contract Teacher
Kiekel, Jane	Corvallis High	Contract Teacher
Kikuta, Elton K	Jefferson Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017 continued

Kimes, Millie A	Corvallis High	Contract Teacher
Kimmell, Sarah M	Lincoln Elementary	Contract Teacher
King, Matthew M	Corvallis High	Contract Teacher
Kirby, Matthew J	Corvallis High	Contract Teacher
Kirsch, Fred Adam	Crescent Valley High	Contract Teacher
Knoke, Amy D	Corvallis High	Contract Teacher
Kollath, Jennifer M	Corvallis High	Contract Teacher
Kreta, Jennifer M	Lincoln Elementary	Contract Teacher
Krueger, Karin D	Corvallis High	Contract Teacher
Lahman, Chris W	Crescent Valley High	Contract Teacher
Langner, Marin H	Crescent Valley High	Contract Teacher
Larrowe, Richard L	Corvallis High	Contract Teacher
Lashley, Laura K	Adams Elementary	Contract Teacher
Lasswell, Scott W	Corvallis High	Contract Teacher
Leclair, Teresa A	Jefferson Elementary	Contract Teacher
Lincoln, Marsha L	Cheldelin Middle	Contract Teacher
Looney, Dale E	Adams/Hoover	Contract Teacher
Loso, Dana	Crescent Valley High	Contract Teacher
Luftig, Alexandria S	Corvallis High	Contract Teacher
Macbeth, Deborah S	Mt. View Elementary	Contract Teacher
Maciel, Alyssa N	Garfield Elementary	Contract Teacher
Martin Jr, Thomas R	Corvallis High	Contract Teacher
Martin, Stephanie A	Franklin School	Contract Teacher
McCormick, Stephanie L	Adams/Franklin School	Contract Teacher
McCracken, Marta E	Wilson Elementary	Contract Teacher
McDonough, Matthew R	Corvallis High	Contract Teacher
McFarland Price, Suzanne E	District Office	Contract Teacher
McGowan, Christopher J	Corvallis High	Contract Teacher
McNutt, Kathleen M	Hoover Elementary	Contract Teacher
McShane, Margaret S	Adams Elementary	Contract Teacher
Mercado, Emily M	Crescent Valley High	Contract Teacher
Meyers, Barbara	Wilson Elementary	Contract Teacher
Miller, Joshua R	Corvallis High	Contract Teacher
Mitchell, Becky L	Franklin School	Contract Teacher
Mooney, Christopher P	Corvallis High	Contract Teacher
Morrison, Pamela R	Garfield Elementary	Contract Teacher
Moses, Keith J	Crescent Valley High	Contract Teacher
Mulligan, Sheila A	Cheldelin Middle	Contract Teacher
Myers, Katherine C	Corvallis/Crescent Valley	Contract Teacher
Newton, Sherry M	Garfield Elementary	Contract Teacher
Olson, Carla S	Linus Pauling Middle	Contract Teacher
Olvera, Holly D	Linus Pauling Middle	Contract Teacher
Paley, Kathryn M	Cheldelin Middle	Contract Teacher
Parrott, Theresa M	Cheldelin Middle	Contract Teacher
Pascuzzi, Talia D	Lincoln Elementary	Contract Teacher
Patching, Andrew D	Linus Pauling Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017 continued

Patterson, Aubrey A	Corvallis High	Contract Teacher
Pederson-Pastor, Sue A	Wilson Elementary	Contract Teacher
Perdue, Kim E	Hoover Elementary	Contract Teacher
Perrigan, Heather R	Corvallis High	Contract Teacher
Peterson, Karen L	Corvallis High	Contract Teacher
Ponder, Amy L	Hoover Elementary	Contract Teacher
Powers, Shelley L	Corvallis High	Contract Teacher
Prothero, Lindsay M	Franklin School	Contract Teacher
Pullam, Maryanne	Jefferson Elementary	Contract Teacher
Raleigh, Claudia J	Adams Elementary	Contract Teacher
Randklev, Sage R	Wilson Elementary	Contract Teacher
Rarick, Patrick T	Franklin School	Contract Teacher
Rathja, Laura E	Adams Elementary	Contract Teacher
Reitmeier-Coolen, Sandra R	Wilson Elementary	Contract Teacher
Reynolds, Daniel B	Mt. View Elementary	Contract Teacher
Riesenberg, Douglas J	Crescent Valley High	Contract Teacher
Roberts, Cami D	Crescent Valley High	Contract Teacher
Rodriguez, Jennifer S	Adams Elementary	Contract Teacher
Rose, Coulter R	Linus Pauling Middle	Contract Teacher
Rosegold, Marc S	Crescent Valley High	Contract Teacher
Rosenberg, Janice M	Cheldelin Middle	Contract Teacher
Roush, Mary Lynn	Mt. View Elementary	Contract Teacher
Russell, Leigh-Ann B	Linus Pauling Middle	Contract Teacher
Ruzek, Maurine A	Jefferson Elementary	Contract Teacher
Sahnaw, Shahnaz C	Lincoln Elementary	Contract Teacher
Schloss, Christine L	Jefferson Elementary	Contract Teacher
Schloss, Hilary E	Wilson Elementary	Contract Teacher
Schmeder, Christa R	Corvallis High	Contract Teacher
Shaklee, Jessica L	Wilson Elementary	Contract Teacher
Sheppick, Tiffany A	Mt. View Elementary	Contract Teacher
Sherwin, Michael	Crescent Valley High	Contract Teacher
Shimabuku, Jeffrey K	Crescent Valley High	Contract Teacher
Silbernagel, Kristin L	Jefferson Elementary	Contract Teacher
Skaugstad, Amy L	Wilson Elementary	Contract Teacher
Skillings, Kevin D	Corvallis High	Contract Teacher
Skillings, Mary R	Corvallis High	Contract Teacher
Skinner, Charles T	Linus Pauling Middle	Contract Teacher
Smith, Chaundra J	Garfield Elementary	Contract Teacher
Stair, Michael J	Crescent Valley High	Contract Teacher
Starker, Sally E	Linus Pauling Middle	Contract Teacher
Starwalt, Ryan T	Crescent Valley High	Contract Teacher
Stevens, Marcia J	Corvallis High	Contract Teacher
Stone, Jane E	Wilson Elementary	Contract Teacher
Stone, Katelyn A	Wilson Elementary	Contract Teacher
Stone, Kristina J	Crescent Valley High	Contract Teacher
Stroup, Tara R	Mt. View Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017 continued

Swenson, Stephanie L	Linus Pauling Middle	Contract Teacher
Taylor, Cherie L	Harding Center	Contract Teacher
Taylor, Lucinda L	Adams Elementary	Contract Teacher
Templeton, Patricia L	Harding Center	Contract Teacher
Theurer, Sarah L	Corvallis High	Contract Teacher
Thorpe, Christopher J	Corvallis High	Contract Teacher
Toman, Pamela A	Cheldelin Middle	Contract Teacher
Tubbs, Lori A	Mt. View Elementary	Contract Teacher
Tucker, Donald A	Cheldelin Middle	Contract Teacher
Turple, April S	Crescent Valley High	Contract Teacher
Tyrrell, Lisa	Franklin School	Contract Teacher
Ulstad, Anne M	Cheldelin Middle	Contract Teacher
Velez, Tracy E	Crescent Valley High	Contract Teacher
Verdries, Jennifer L	Hoover Elementary	Contract Teacher
Villaman, Bonnibel J	Garfield Elementary	Contract Teacher
Villani, Danielle A	Wilson Elementary	Contract Teacher
Wells, Denise E	Franklin School	Contract Teacher
Williams, Joseph E	Adams Elementary	Contract Teacher
Williams, Julie A	Corvallis High	Contract Teacher
Wilson, Deanna L	Franklin School	Contract Teacher
Winograd, Melinda S	Franklin School	Contract Teacher
Wofford, Cynthia J	Jefferson Elementary	Contract Teacher
Woodruff, Karrie S	Crescent Valley High	Contract Teacher
Wright, Cathy L	Harding Center	Contract Teacher
Yeh, Dow T	Jefferson Elementary	Contract Teacher
Zeller, Debra K	Corvallis/Crescent Valley	Contract Teacher
Zimmers, Heather L	Crescent Valley High	Contract Teacher



**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are certified staff members listed by status with recommendations indicated for the 2015-2016 school year.

PROBATIONARY STATUS – 3<sup>RD</sup> YEAR FOR THE PERIOD OF JULY 1, 2015-JUNE 30, 2016

<b>Name</b>	<b>Building</b>	<b>Current Status</b>
Arroyo, Raquel M	Garfield	Probationary Teacher, 2nd Year
Bensen, Caelen	Lincoln Elementary	Probationary Teacher, 2nd Year
Clark-Huyck, Britten R	Corvallis High	Probationary Teacher, 2nd Year
Diller, Denise L	District Office	Probationary Teacher, 2nd Year
Espinosa, Adriana V	Lincoln Elementary	Probationary Teacher, 2nd Year
Fell, Alexandra L	Hoover Elementary	Probationary Teacher, 2nd Year
Gabriel, Shannon*	On Leave	Probationary Teacher 3 <sup>rd</sup> Year
Gollmann, Valerie J	Cheldelin/Hoover	Probationary Teacher, 2nd Year
Griffin, Lynne L	District Office	Probationary Teacher, 2nd Year
Hill, Mary E	Jefferson Elementary	Probationary Teacher, 2nd Year
Ingersoll, Amelia V	Lincoln Elementary	Probationary Teacher, 2nd Year
Kussalanant, Gloria	Corvallis/Crescent Valley High	Probationary Teacher, 2nd Year
Loggins, Shannon K	Mt. View Elementary	Probationary Teacher, 2nd Year
Martin, Elizabeth L	Jefferson Elementary	Probationary Teacher, 2nd Year
McQueen, Megan G	Jefferson Elementary	Probationary Teacher, 2nd Year
Michalski, Derek R	Linus Pauling Middle	Probationary Teacher, 2nd Year
Peak, Jefferson D	Harding Center	Probationary Teacher, 2nd Year
Pobiecke, Penny M	Corvallis High	Probationary Teacher, 2nd Year
Pokrzywa, Patricia A	District Office	Probationary Teacher, 2nd Year
Polo, Marilyn	Lincoln Elementary	Probationary Teacher, 2nd Year
Raleigh, Stephanie F	Hoover Elementary	Probationary Teacher, 2nd Year
Reerslev, Nancy L	Garfield Elementary	Probationary Teacher, 2nd Year
Robinson, Emma J	Wilson Elementary	Probationary Teacher, 2nd Year
Sanders, Rachael M	Adams/Franklin	Probationary Teacher, 2nd Year
Shear, Katherine A	Lincoln Elementary	Probationary Teacher, 2nd Year
Strowbridge, Jonathan E	Cheldelin Middle	Probationary Teacher, 2nd Year
Thompson, Sarah R	Lincoln Elementary	Probationary Teacher, 2nd Year
Uriarte, Gayle R	Garfield Elementary	Probationary Teacher, 2nd Year
Young, Elizabeth K	Jefferson Elementary	Probationary Teacher, 2nd Year
Zachariah, Anna	Corvallis High	Probationary Teacher, 2nd Year

\*Ms. Gabriel was on unpaid leave for the full 2014-2015 school year, remains as a Probationary 3 teacher for the 2015-2016 school year.



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**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2015-2016 school year.

PROBATIONARY STATUS – 2<sup>ND</sup> YEAR FOR THE PERIOD OF JULY 1, 2015-JUNE 30, 2016

<b>Name</b>	<b>Building</b>	<b>Current Status</b>
Ahola, Kristie L	Mt. View Elementary	Probationary Teacher, 1st Year
Andersen, Stephanie J	Adams/Franklin	Probationary Teacher, 1st Year
Appanaitis, Cindy M	Cheldelin Middle	Probationary Teacher, 1st Year
Baker, Michael A	Hoover Elementary	Probationary Teacher, 1st Year
Beyer, Rachel M	Mt. View Elementary	Probationary Teacher, 1st Year
Chapman, Robyn L	Franklin/Linus Pauling School	Probationary Teacher, 1st Year
Clarno, Jill E	Hoover Elementary	Probationary Teacher, 1st Year
Fogarty, Katherine M	Crescent Valley High	Probationary Teacher, 1st Year
Frazier, Rachel D	Lincoln Elementary	Probationary Teacher, 1st Year
Geissler, Danielle R	Garfield Elementary	Probationary Teacher, 1st Year
Goranson, Nelson F	Corvallis High	Probationary Teacher, 1st Year
Gregory, Christopher M	Linus Pauling Middle	Probationary Teacher, 1st Year
Haid, Shana J	Linus Pauling Middle	Probationary Teacher, 1st Year
Harriman, Robert	Mt. View Elementary	Probationary Teacher, 1st Year
Haun, Jason D	Linus Pauling Middle	Probationary Teacher, 1st Year
Hoffman, Nichole R	Hoover/Jefferson Elementary	Probationary Teacher, 1st Year
Hoopes, Jessica C	Hoover Elementary	Probationary Teacher, 1st Year
Kandra, Stacie L	Linus Pauling Middle	Probationary Teacher, 1st Year
Keady, Joshua R	Corvallis High	Probationary Teacher, 1st Year
Kropf, Joel T	Linus Pauling Middle	Probationary Teacher, 1st Year
Kurlak, Vicki E	Linus Pauling Middle	Probationary Teacher, 1st Year
Laney de Battro, Savannah*	Garfield Elementary	Probationary Teacher, 2 <sup>nd</sup> Year (On Leave)
McConnell, Jennifer M	Garfield Elementary	Probationary Teacher, 1st Year
Meneghin, Margaret K	Garfield Elementary	Probationary Teacher, 1st Year
Mock, Aaron D	Crescent Valley High	Probationary Teacher, 1st Year
Mohler, Sara E	Wilson Elementary	Probationary Teacher, 1st Year
Moss, Janelle L	Wilson Elementary	Probationary Teacher, 1st Year
Nason, Kristin M	Linus Pauling Middle	Probationary Teacher, 1st Year
Nelson, Stephanie B	Garfield Elementary	Probationary Teacher, 1st Year
Nichols, Kathleen D	Lincoln Elementary	Probationary Teacher, 1st Year

PROBATIONARY STATUS – 2<sup>ND</sup> YEAR FOR THE PERIOD OF JULY 1, 2015-JUNE 30, 2016 continued

Pedersen, Emily	Jefferson Elementary	Probationary Teacher, 1st Year
Peterson, Sylvie A	Linus Pauling Middle	Probationary Teacher, 1st Year
Phillips, Tyler J	Adams/Mt. View Elementary	Probationary Teacher, 1st Year
Priewe, Alison E	Mt. View Elementary	Probationary Teacher, 1st Year
Rakos, Stephanie L	Corvallis High	Probationary Teacher, 1st Year
Roberts, Neil P	Cheldelin Middle	Probationary Teacher, 1st Year
Rosenfelt, Amanda C	Garfield Elementary	Probationary Teacher, 1st Year
Schas, David R	Cheldelin Middle	Probationary Teacher, 1st Year
Smith, Kathleen M	Cheldelin Middle	Probationary Teacher, 1st Year
Stark, Rebecca R	Garfield Elementary	Probationary Teacher, 1st Year
Viramontes, Aimee E	Hoover Elementary	Probationary Teacher, 1st Year
White, David M	Linus Pauling Middle	Probationary Teacher, 1st Year
Wight, Lars E	Crescent Valley High	Probationary Teacher, 1st Year
Wolfe, RoxiAnn B	Lincoln Elementary	Probationary Teacher, 1st Year
Wollemann, Kelly L	Mt. View Elementary	Probationary Teacher, 1st Year

\*Ms. Laney de Battro was on unpaid leave for a portion of the 2014-2015 school year and did not work enough days to move to Probationary 3 contract status teacher for the 2015-2016 school year. She will remain as a Probationary 2 teacher for the 2015-2016 school year.



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**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2015-2016 school year.

PROBATIONARY STATUS – 1st YEAR FOR THE PERIOD OF JULY 1, 2015-JUNE 30, 2016

<b>Name</b>	<b>Building</b>	<b>Current Status</b>
Hemmele, Jessica*	Lincoln Elementary	Probationary Teacher, 1st Year

\*Ms. Hemmele did not work enough days in the 2014-2015 school year to move to Probationary 2 contract status. She will remain as a Probationary 1 teacher for the 2015-2016 school year.



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**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2015-2016 school year.

INITIAL CONTRACT FOR THE PERIOD OF JULY 1, 2015 TO JUNE 30, 2017

<b>Name</b>	<b>Building</b>	<b>Current Status</b>
Arnst, Samantha M	Lincoln Elementary	Probationary Teacher, 3rd Year
Brown, Marcia R	District Office	Probationary Teacher, 3rd Year
Carpenter, Jennifer M	Lincoln Elementary	Probationary Teacher, 3rd Year
Faith, Robbie B	District Office	Probationary Teacher, 3rd Year
Guerrero-Gilliam, Armida C	Lincoln Elementary	Probationary Teacher, 3rd Year
Hansen, Cody J	Adams Elementary	Probationary Teacher, 3rd Year
Hughes, Elise N	Cheldelin Middle	Probationary Teacher, 3rd Year
Lundeen, Joel V	Corvallis High	Probationary Teacher, 3rd Year
Milner, David E	Corvallis High	Probationary Teacher, 3rd Year
Monroe, Dana M	Hoover/Cheldelin Middle	Probationary Teacher, 3rd Year
Moses, Jaclyn J	Lincoln Elementary	Probationary Teacher, 3rd Year
Osterman-Sussman, Irene D	Adams Elementary	Probationary Teacher, 3rd Year
Serna, Julie M	Crescent Valley High	Probationary Teacher, 3rd Year
Wright, Amy R	Cheldelin Middle	Probationary Teacher, 3rd Year
Zimbrick, Kathryn L	Crescent Valley High	Probationary Teacher, 3rd Year



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**LICENSED PERSONNEL  
Recommendations  
for the 2015-2016 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2015-2016 school year.

**CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS**

<b>Name</b>	<b>Building</b>	<b>Current Status</b>
Armentano, Josh	Crescent Valley High	Temporary Teacher
Boom, Kelli L	Corvallis High	Temporary Teacher
Bryan, Jerry N	Lincoln Elementary	Temporary Teacher (Retired)
Carpenter, Casi L	Hoover Elementary	Temporary Teacher
Clingan, Dianna L	District Office	Temporary Teacher
Costin, Richard L	Crescent Valley High	Temporary Teacher
Court, Anna E	Lincoln Elementary	Temporary Teacher
Fagan, Michael D	Linus Pauling Middle	Temporary Teacher (Retired)
Fast, Cristina M	Cheldelin Middle	Temporary Teacher
Faulkner, Alicia	Garfield	Temporary Teacher
Garcia Canovas, Isabel	Lincoln Elementary	Temporary Teacher
Gourley, Joyce A	Hoover Elementary	Temporary Teacher
Grear, Marjorie E	District Office- (YES House)	Temporary Teacher (Retired)
Gupta, Mukta	Lincoln Elementary	Temporary Teacher
Huhn, Karen	Crescent Valley High	Temporary Teacher
Irwin, Shirley J	District Office-(Muddy Creek)	Temporary Teacher
Jones, Jamie M	Crescent Valley High	Temporary Teacher
Kimber, Christopher J	Wilson Elementary	Temporary Teacher
Kocher, Sherry L	Crescent Valley High	Temporary Teacher (Retired)
Kummerow, Susana	Garfield	Temporary Teacher
Larson, April L	Cheldelin Middle	Temporary Teacher
Nichols, Lynn M	Garfield	Temporary Teacher
Omundson, Susannah R	Lincoln Elementary	Temporary Teacher
Phillips, Elizabeth	Adams Elementary	Temporary Teacher (Retired)
Reeves, Susan J	Adams Elementary	Temporary Teacher
Renaud, Anne H	Adams Elementary	Temporary Teacher
Roberts, Carie V	Crescent Valley High	Temporary Teacher
Rogers, Lisa L	Corvallis High	Temporary Teacher
Sandoval, Ruben D	Garfield	Temporary Teacher
Seesz-Jones, Jennifer J	Corvallis High	Temporary Teacher
Sherry, Caroline V	Garfield	Temporary Teacher

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS continued

Still, Jennifer	Linus Pauling Middle	Temporary Teacher
Sweet, Hayden E	Linus Pauling Middle	Temporary Teacher
Thomas, Raychel J	Jefferson Elementary	Temporary Teacher
Tucksen, Amanda F	Adams Elementary	Temporary Teacher



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**ADMINISTRATORS**  
**Personnel Recommendations**  
**for the 2015-2016 School Year**

The following are administrators listed by status with recommendations indicated for the 2015-2016 school year.

1. Executive team administrators currently in the second year of a three-year contract to be extended and offered a new three year contract for the period of July 1, 2015 to June 30, 2018, replacing a current 2013-2016 contract.

Bogatin, Kevin	District Office
Nielsen, Stephen	District Office

2. Executive team administrators currently in the first year of a three-year contract for the period of July 1, 2014 to June 30, 2017, will continue in second year of contract for 2015-2016 school year.

Duvall, Jennifer	District Office
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3. Administrators currently in the first year of a three-year contract for the period of July 1, 2014 to June 30, 2017, will continue second year of contract for the 2015-2016 school year.

Beasley, Eric	Linus Pauling Middle
Boring, Matt	Corvallis High
Brew, Jeffrey	Cheldelin Middle
Hale, Aaron	Franklin
Harder, Melissa	Jefferson Elementary
Koetje, Marcianne	Lincoln Elementary
Krause, Lisa	Mt.View Elementary
Stroud, Cheryl	Crescent Valley High
Traylor, Bryan	Hoover Elementary
Ward-Satey, Alicia	District Office
Wright, Eric	College Hill High

4. Administrators currently in the second year of a three year contract to be extended and offered a new three-year contract for the period of July 1, 2015 to June 30, 2018, replacing a current 2013-2016 contract.

Lesan, Amy	District Office
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**Administrators Personnel Recommendations continued**

5. Administrators currently in second probationary year to be renewed and offered a one-year contract for the period July 1, 2015 to June 30, 2016.

Bethards, Byron	Adams Elementary
Gregory, Rynda	District Office
Santy, Leigh	Garfield Elementary
Roache, Leslie	Linus Pauling Middle
Works, Colleen	Corvallis High School

6. Administrators currently in first probationary year to be renewed and offered a one-year contract for the period July 1, 2015 to June 30, 2016.

Bland, Darren	Cheldelin Middle
McKee, Aaron	Crescent Valley

7. Administrators currently on a temporary contract and cannot recommend for rehire due to temporary status.

Kosanovic, Gerry	Franklin
Kunke, Steve	Corvallis High
Monson, Pat	Wilson Elementary
ONEil, Rosemary	District Office



# Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information

**BOARD MEETING DATE: March 9, 2015**

**FOR INFORMATION ONLY**

**SUBJECT: Non-licensed Personnel Information**

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1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Darlayne Buys: Educational Assistant 2/ELL, 6.5 hrs, Corvallis High School, effective January 29, 2015 (Limited Term)

Chelsea Gill: Educational Assistant 2, 2 hrs, Hoover Elementary School, effective February 9, 2015 (Limited Term)

Deidra Lairson: Food Service Assistant, 2 hrs, Linus Pauling Middle School, effective February 10, 2015 (Probationary)

Virginia Lanzarone: Educational Assistant 2, 6 hrs, Mt. View Elementary School, effective February 17, 2015 (Probationary)

Mirvana Mahmoud: Educational Assistant 2/ELL, 6.5 hrs, District Office, effective February 3, 2015 (Limited Term)

Donna Megy: Educational Assistant 2/LRC, 4 hrs, Hoover Elementary School, effective January 26, 2015 (Limited Term)

Daniel Rinehart: Maintenance 1, 8 hrs, Garfield and Wilson Elementary Schools, effective February 18, 2015 (Probationary)

Christy Toliver: Educational Assistant 2, 4.25 hrs, Garfield Elementary School, effective February 2, 2015 (Limited Term)

Hong Xia: Educational Assistant 2/LRC, 4.25 hrs, Hoover Elementary School, effective January 28, 2015 (Limited Term)

b. Termination/Resignation/Layoff/Retirement:

Linda Alderman: Administrative Assistant 3/OA, 8 hrs, Crescent Valley High School, effective June 30, 2015 (Retirement)

Christopher Tasner: Educational Assistant 2/LRC, 6.5 hrs, Corvallis High School, effective March 20, 2015 (Resignation)

Vickie Taylor: Fiscal Clerk 2/OA, 8 hrs, District Office, effective June 30, 2015  
(Retirement)

Ian Vander Zwan: Educational Assistant 2/LRC, 7 hrs, Linus Pauling Middle School,  
effective February 20, 2015 (Resignation)

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**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

IX.B. Unaudited Financial Statements - January 31, 2015

**BOARD MEETING DATE: March 2, 2015**

**SUBJECT: January 31, 2015 Financial Statements (Unaudited)**

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The General Fund Statement of Revenues and Expenditures for the period ending January 31, 2015 and 2015 follows this report.

General Fund - Current Highlights

*Revenues:*

The 2014-15 year-to-date revenues total \$44.8 million or 79.2 percent of total budgeted revenue as compared to \$41.1 million, or 77.7 percent, for 2013-14.

Embedded in the category of Local Sources - Other Revenue, are funds received for E-Rate reimbursement purposes. Under the direction of the Federal Communications Commission (FCC), the program purpose is to make telecommunication and information services more affordable for schools. It is funded through a service fee charged to companies that provide telecommunication services. As with many federal programs, participation requires complex and time sensitive application and annual reporting. Initially, the district managed this in-house but soon found staff resources were not available at the required level. Intermountain ESD has developed staff to specialize in this work and the district now contracts with them to ensure participation requirements are met.

Telecommunication vendors provide direct reimbursement to the district. The timing of the reimbursements and the amounts are not consistent which creates variances in comparing revenues between years. This is the case for variance in the Local Sources – Other Revenue category in this report.

As a note of interest, for the 2015-16 E-rate application year, the program purpose is shifting to focus support on broadband (data transmission services and internet access) and phases down support for voice services. In addition, \$1 billion is being set for the federal program budget in 2015 and 2016 to work on closing the Wi-Fi gap and support improving building internal connections. The district is currently working on project plans with expected eventual funding of \$150,000. District E-rate revenues for 2013-14 fiscal year were \$196,290.

*Expenditures:*

The 2014-15 year-to-date expenditures total \$30.2 million or 52.0 percent of total budgeted expenditures as compared to \$28.0 million or 51.6 percent for 2013-14.

General Fund - Previously Reported Highlights

The General Fund revenue increase of \$3.64 million compared to 2013-14 is primarily due to Property and Local Option Levy taxes. We received \$2.38 million more in property taxes this year compared to last year, and \$353,236 more in Local Option Levy taxes. In large part, that difference is due to being required last year to refund \$1.772 million in property taxes and \$315,600 in Local Option Levy taxes to Hewlett-Packard as a result of their tax appeal. The remaining \$906,000 revenue difference is due to increased direct State School Fund support, largely related to higher ADMw.

Expenditures for supplies and materials are down \$131,500 over the prior year. A key factor is the reduction in iPad purchases for the 1:World program in 2014-15. Insurance premiums for the district

increased by \$78,000 over the prior year for policy updates to improve coverage for earthquake, crime and cyber security, and to fund risk management activities in 2014-15.

Overall, General Fund expenditures through January 2015 increased \$2,162,958 as compared to the prior year. Increased costs associated with our union contracts constitute the bulk of this increase.

The Schedule of Investments and Cash Disbursements for January 2015 are included as part of this report. If you have any questions or would like additional information please contact me.

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Presenter: **Steve Nielsen, Director of Finance and Operations**

Supplementary Materials: **1. Statement of Revenue and Expenditures, Fiscal year to date as of January 31, 2014 and 2015**

**2. Schedule of Investments as of January 31, 2015**

**3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of January 1 - 31, 2015.**

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of January 31, 2014 and 2015 Respectively (Unaudited)

**General Fund**

	FY2013-14			FY2014-15		
	Budget	Actual		Budget	Actual	
<b>Revenues:</b>						
<b>Local Sources</b>						
Property Taxes	\$ 22,950,000	\$ 19,860,484	86.5%	\$ 23,137,983	\$ 22,239,334	96.1%
Local Option Taxes	3,890,200	3,266,929	84.0%	3,756,650	3,620,165	96.4%
Earnings on Investments	100,000	60,190	60.2%	100,000	67,419	67.4%
Other	394,000	176,965	44.9%	445,000	91,299	20.5%
Intermediate Sources	260,000	92,516	35.6%	260,000	45,721	-
<b>State Sources</b>						
General Support	24,719,368	17,646,200	71.39%	28,185,108	18,691,112	66.3%
State School Fund - Subaccount	-	-	-	-	-	-
Common School Fund	494,332	-	-	561,055	-	-
Other	83,000	-	-	33,000	-	-
Federal Sources	9,000	8,971	99.7%	9,000	-	-
<b>Total Revenue</b>	<b>\$ 52,899,900</b>	<b>\$ 41,112,255</b>	<b>77.7%</b>	<b>\$ 56,487,796</b>	<b>\$ 44,755,050</b>	<b>79.2%</b>
<b>Expenditures:</b>						
Instruction	\$ 32,546,155	\$ 16,199,880	49.8%	\$ 35,285,365	\$ 17,610,443	49.9%
Supporting Services	21,588,032	11,759,629	54.5%	22,633,047	12,512,624	55.3%
Community Services	127,370	56,467	44.3%	127,184	55,867	43.9%
Facilities Improvements	1	-	-	1	-	-
Transfers to Other Funds	2	-	-	2	-	-
<b>Total Expenditures</b>	<b>\$ 54,261,560</b>	<b>\$ 28,015,976</b>	<b>51.6%</b>	<b>\$ 58,045,599</b>	<b>\$ 30,178,934</b>	<b>52.0%</b>
Excess of Revenues over Expenditures	\$ (1,361,660)	\$ 13,096,279		\$ (1,557,803)	\$ 14,576,116	
Beginning Fund Balance	6,324,100	6,629,956	104.8%	7,001,833	7,001,834	100.0%
Budgeted Contingencies	2,322,445	-		2,619,640	-	
Unappropriated Ending Fund Balance	2,639,995	-		2,824,390	-	
<b>Fund Balance, January 31</b>	<b>\$ -</b>	<b>\$ 19,726,235</b>		<b>\$ -</b>	<b>\$ 21,577,950</b>	

Corvallis School District 509J  
 Schedule of Investments  
 January 31, 2015

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
Total Investments outside of Local Government Investment Pool:					\$ -	\$ -
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				0.50%		\$ 44,011,273
Debt Service Account				0.50%		65
Subtotal LGIP <sup>1</sup>						<u>\$ 44,011,338</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: <sup>4</sup>				0.50%		<u>\$ 997,943</u>
<u>Total Investments</u>						<u>\$ 45,009,281</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$46,801,588.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	100.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 1/31/15:

3-Month U. S. T-Bill bond equivalent yield:	0.00%
3-Mo. Jumbo CDs	0.03%

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1, 2015 - January 31, 2015

<u>Fund, Object, Vendor</u>	<u>Amount</u>	<u>Fund, Object, Vendor</u>	<u>Amount</u>
<b>100 - General Fund</b>	<b>\$ 731,664.54</b>	<b>100 - General Fund Continued</b>	
<b>Computer Software</b>	<b>\$ 7,965.00</b>	<b>Telephone</b>	<b>\$ 4,666.20</b>
DIGICERT, INC	\$ 1,425.00	AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,620.00
ROSETTA STONE LTD.	\$ 6,540.00	CENTURYLINK.	\$ 3,046.20
<b>Consumable Supplies and Materials</b>	<b>\$ 44,869.17</b>	<b>Other Communication Services</b>	<b>\$ 13,310.18</b>
COASTWIDE LABORATORIES	\$ 5,350.61	CENTURYLINK.	\$ 1,347.02
HOME DEPOT CREDIT SERVICES	\$ 1,293.33	COMCAST/INSTITUTIONAL NETWORKS	\$ 11,963.16
OETC	\$ 1,087.00	<b>Water and Sewage</b>	<b>\$ 26,898.37</b>
OFFICE MAX	\$ 7,943.13	CITY OF CORVALLIS	\$ 26,898.37
FRED MEYER CUSTOMER CHARGES	\$ 1,011.73	<b>Legal Services</b>	<b>\$ 5,923.16</b>
CHOWN HARDWARE	\$ 3,920.61	HUNGERFORD LAW FIRM LLP	\$ 1,723.33
PART WORKS INC	\$ 2,000.72	OREGON DEPARTMENT OF EDUCATION	\$ 4,199.83
PLATT ELECTRIC SUPPLY CO	\$ 3,709.13	<b>Garbage</b>	<b>\$ 9,838.31</b>
GRAINGER	\$ 2,997.58	REPUBLIC SERVICES	\$ 9,838.31
AMERICAN SWING PRODUCTS	\$ 6,547.50	<b>Instructional, Professional and Technical Se</b>	<b>\$ 49,831.00</b>
CASCADE CASEWORK CORP	\$ 1,470.00	HELLO FOUNDATION	\$ 20,232.00
E.S. CONSTANT COMPANY	\$ 6,499.56	WASHINGTON STATE SCHOOL FOR THE BLII	\$ 6,859.00
OFFICESUPPLY.COM	\$ 1,038.27	YES HOUSE	\$ 22,740.00
<b>Other Non-instructional Professional and Te</b>	<b>\$ 14,448.90</b>	<b>Copier Charges</b>	<b>\$ 9,614.58</b>
MAXIM HEALTHCARE SERVICES	\$ 10,557.90	OREGON STATE UNIVERSITY PRINTING	\$ 9,614.58
NORTHWEST REGIONAL EDU SERVICE DISTF	\$ 3,891.00	<b>Tuition Payments to Other Districts Within :</b>	<b>\$ 11,657.25</b>
<b>Printing and Binding</b>	<b>\$ 1,630.49</b>	SALEM-KEIZER SCHOOL DISTRICT	\$ 11,657.25
HENDERSONS OFFICE SYSTEMS	\$ 1,630.49	<b>Charter School Payments</b>	<b>\$ 96,225.49</b>
<b>Reimbursable Student Transportation</b>	<b>\$ 217,591.66</b>	INAVALE COMMUNITY PARTNERS, INC	\$ 96,225.49
GO GET'EM TAXI AND TRANSPORT LLC	\$ 13,905.00	<b>Audit Services</b>	<b>\$ 18,030.00</b>
FIRST STUDENT INC	\$ 203,686.66	PAULY, ROGERS AND CO. P.C.	\$ 18,030.00
<b>Repairs and Maintenance Services</b>	<b>\$ 66,968.26</b>	<b>296 - Grants Fund</b>	<b>\$ 14,945.00</b>
CHOWN HARDWARE	\$ 6,836.33	<b>Computer Software</b>	<b>\$ 10,780.00</b>
REYNOLDS ELECTRIC, INC.	\$ 3,160.79	SCHOOL IMPROVEMENT	\$ 10,780.00
BENSON'S INTERIORS, INC	\$ 1,465.00	<b>Travel, Out of District</b>	<b>\$ 2,185.00</b>
BOILER & COMBUSTION SERVICE INC	\$ 2,578.09	OACE	\$ 2,185.00
ATEZ INC	\$ 8,540.00	<b>Non-reimbursable Student Transportation</b>	<b>\$ 1,980.00</b>
ATHLETIC REPAIR SERVICE, INC	\$ 8,200.00	FIRST STUDENT INC	\$ 1,980.00
FORSTER & CO. SWEEPING LLC	\$ 2,105.00	<b>297 - Student Body Funds</b>	<b>\$ 21,327.57</b>
KONE INC	\$ 3,288.91	<b>Consumable Supplies and Materials</b>	<b>\$ 6,654.00</b>
OMLID & SWINNEY	\$ 3,015.00	SHIRT CIRCUIT	\$ 2,423.80
OREGON AIR REPS	\$ 1,207.00	FAR POST SOCCER SUPPLY	\$ 1,867.50
PROCTOR SALES INC.	\$ 1,207.26	ON TRACK	\$ 2,362.70
RENEGADE SPORTS SURFACING	\$ 4,000.00	<b>Travel, Student Out of District</b>	<b>\$ 8,233.15</b>
SAFE SIDEWALKS	\$ 1,483.16	EDUCATIONAL TRAVEL SERVICES, INC	\$ 4,805.71
SYNERGY SECURITY SOLUTIONS	\$ 16,641.72	CAMP TADMOR	\$ 2,070.00
TIM BREWER TREE & STUMP SERVICE INC	\$ 3,240.00	ELDORADO RESORT	\$ 1,357.44
<b>Postage</b>	<b>\$ 5,434.96</b>	<b>Non-reimbursable Student Transportation</b>	<b>\$ 6,440.42</b>
GARTEN SERVICES, INC	\$ 5,434.96	FIRST STUDENT INC	\$ 6,440.42
<b>Fuel</b>	<b>\$ 50,248.90</b>		
BENTON COUNTY PUBLIC WORKS	\$ 1,426.94		
NW NATURAL	\$ 48,821.96		
<b>Electricity</b>	<b>\$ 76,512.66</b>		
PACIFIC POWER AND LIGHT	\$ 49,931.91		
CONSUMERS POWER INC	\$ 26,580.75		

<u>Fund, Object, Vendor</u>	<u>Amount</u>
<b>204 - District Donation Fund</b>	<b>\$ 5,971.89</b>
<b>Consumable Supplies and Materials</b>	<b>\$ 1,796.00</b>
STOVER, EVEY AND JACKSON	\$ 1,796.00
<b>Repairs and Maintenance Services</b>	<b>\$ 2,500.00</b>
RENEGADE SPORTS SURFACING	\$ 2,500.00
<b>Travel, Student Out of District</b>	<b>\$ 1,675.89</b>
EDUCATIONAL TRAVEL SERVICES, INC	\$ 1,675.89
<b>203 - Food Service Fund</b>	<b>\$ 58,277.19</b>
<b>Food - Food Service Only</b>	<b>\$ 22,133.96</b>
LOCHMEAD DAIRY	\$ 11,996.14
DUCK DELIVERY PRODUCE INC	\$ 7,045.38
FRANZ FAMILY BAKERIES	\$ 3,092.44
<b>Repairs and Maintenance Services</b>	<b>\$ 1,261.00</b>
ADVANCED ENVIRONMENTAL SYSTEMS	\$ 1,261.00
<b>Inventories</b>	<b>\$ 34,882.23</b>
MCDONALD WHOLESALE CO	\$ 25,323.74
SYSKO FOOD SERVICE	\$ 7,691.62
FOOD SERVICE OF AMERICA	\$ 1,866.87
<b>298 - Designated Revenue Fund</b>	<b>\$ 49,864.42</b>
<b>Consumable Supplies and Materials</b>	<b>\$ 6,421.42</b>
FRED MEYER CUSTOMER CHARGES	\$ 1,113.04
WELLS FARGO REMITTANCE CENTER	\$ 4,261.53
SURE-CLEAN NW	\$ 1,046.85
<b>Repairs and Maintenance Services</b>	<b>\$ 2,520.00</b>
CELL PHONE SICK BAY	\$ 2,520.00
<b>Travel, Out of District</b>	<b>\$ 1,017.00</b>
WELLS FARGO REMITTANCE CENTER	\$ 1,017.00
<b>Equipment \$5,000 and greater</b>	<b>\$ 29,771.00</b>
BENTON COUNTY PUBLIC WORKS	\$ 28,671.00
CENTRAL VALLEY HEATING & SHEET METAL	\$ 1,100.00
<b>Technology Equip \$1,000 - \$4,999</b>	<b>\$ 10,135.00</b>
APPLE, INC	\$ 10,135.00
<b>402 - Capital Improvement Fund</b>	<b>\$ 13,742.00</b>
<b>Equipment \$5,000 and greater</b>	<b>\$ 13,742.00</b>
ADVANCED WOODCRAFT	\$ 13,742.00
<b>601 - Insurance Fund</b>	<b>\$ 476,781.03</b>
<b>Group Insurance</b>	<b>\$ 427,453.03</b>
REGENCE BCBS OF OREGON	\$ 397,995.90
LIFEMAP ASSURANCE COMPANY	\$ 10,357.74
WILLAMETTE DENTAL GROUP (GROUP Z132)	\$ 13,851.00
SAIF CORPORATION	\$ 5,248.39
<b>Equipment \$5,000 and greater</b>	<b>\$ 48,198.00</b>
BENTON COUNTY PUBLIC WORKS	\$ 48,198.00
<b>Equipment-like items \$1,000 - \$4,999</b>	<b>\$ 1,130.00</b>
AED PROFESSIONALS	\$ 1,130.00
<b>Grand Total</b>	<b>\$ 1,372,573.64</b>



# Corvallis

SCHOOL DISTRICT

IX.C. Board Policy GCAB—Personal Communication Devices and Social  
Media—Staff—Revised—First Reading

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** March 9, 2015

**FOR INFORMATION**

**SUBJECT:**

- Board Policy GCAB—Personal Communication Devices and Social Media—Staff—Revised—First Reading
- Board Policy II/IIA—Instructional Resources/Instructional Materials—Revised—First Reading
- Administrative Regulation IIBGA-AR—Electronic Communications System—Revised—For Information
- Administrative Regulation IIBGB-AR—Web-Page Guidelines—Revised—For Information
- Board Policy JFCEB—Personal Electronic Devices and Social Media—Student—Revised—First Reading
- Administrative Regulation JFCEB-AR—Personal Electronic Devices and Social Media—Revised—For Information

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Issue: House Bill 2426 created new provisions and amending statutes to encourage school boards and district to have thoughtful conversations about how technology is utilized in schools and how to make better educational use of all computers, tablets, and other electronic devices. This bill also required districts that implement curriculum that integrates or includes technology to grant access to these materials free of charge.

These policies were reviewed by human resources, technology and instructional staff, as well as the Superintendent's Technology Advisory Committee.

Options Considered: Not revising the policies and administrative regulations.

Involvement: District office staff and Technology Advisory Committee.

Consequences: Policies and administrative regulations will remain outdated.

Cost Impact: Unknown

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**CONTACT PERSON(S):** Kevin Bogatin, Kerry Richey

## Personal ~~Electronic Communication~~ Devices and Social Media—Staff

Staff possession or use of personal ~~electronic communication~~ devices (PEDs) on district property, in district facilities during the work day, and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent. At no time will a ~~PED personal communication device~~ be used in a manner that interferes with staff duty and responsibility for the supervision of students. A ~~PED “personal communication device”~~ is a device, not issued by the district, capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie talkies, either long or short range portable radios, portable scanning devices, cellular telephones, pagers, personal digital assistants (PDAs), laptop computers, and similar devices with wireless capability. This also includes other digital audio and video devices such as, but not limited to, iPods, iPads, radios, and TV.

~~PEDs Personal cellular telephones/pagers and other digital audio and video devices~~ shall be silenced during instructional or class time, while on duty, or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. ~~Cellular telephones~~ ~~PEDs~~ that have the capability to take photographs or ~~record~~ video ~~or audio~~ shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. ~~Computers, tablets, iPads, or similar devices brought to school will be restricted to academic activities during duty time.~~

~~Laptop computers and PDAs brought to school will be restricted to classroom or instructional related activities only.~~ The district will not be liable for loss or damage to ~~PEDs personal communication devices~~ brought to district property and district-sponsored activities.

### Personal Use

Staff members will utilize social media websites, public websites, and blogs judiciously by not posting confidential information about students, staff, or district business.<sup>1</sup> Staff may not post images of district facilities, staff, students, volunteers, or parents without written authorization from persons with authority to grant such a release. Staff members will treat fellow employees, students, and the public with respect while posting on social media websites, public websites, and blogs in order to prevent substantial disruption in school.

### District Use

Communication with students beyond the school day will be appropriate, professional, and related to school assignments or activities. When communicating with students electronically, staff should use district-sponsored options including ~~social media, iMessaging,~~ grading programs, or district e-mail utilizing mailing lists to a group of students rather than individual

<sup>1</sup>Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

students. Text messaging with students via short message service (SMS) Texting students and using social network sites when communicating with students is discouraged. Communication with students using PEDs regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times.

Staff members who use social network sites (e.g., Facebook, MySpace, and Twitter) for personal use will not post confidential information about students, staff, or district business. Staff members will treat fellow employees, students, and the public with respect while posting.

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a PED personal communication device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites, and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption” for purposes of this policy includes, but is not limited to, one or more parents threatening to remove their children from a particular class or particular school, and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

Licensed staff are subject at all times to the Standards of Competent and Ethical Performance for Teachers.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

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Legal Reference(s):

[ORS 163.432](#)

[ORS 163.433](#)

[ORS 163.684](#)

[ORS 163.686](#)

[ORS 163.687](#)

[ORS 163.688](#)

[ORS 163.689](#)

[ORS 163.693](#)

[ORS 163.700](#)

[ORS 167.057](#)

[ORS 326.011](#)

[ORS 326.051](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.840](#)

U.S. CONST. amend. XVIII, § 1466A

U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).



# Corvallis

SCHOOL DISTRICT

IX.D. Board Policy II/IIA—Instructional Resources/Instructional Materials—  
Revised—First  
Reading

## Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The superintendent in collaboration with building principals will recommend a schedule for review of instructional materials. Such timeline will consider the requirements of the State Board of Education adoption cycle, other state mandates, local district initiatives and fiscal practicalities.

All textbook and instructional materials recommended for adoption shall be approved for use by the Board. Prior to Board approval, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms. If state adopted materials are not selected, an independent adoption ~~is~~ will be submitted for Board approval.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media teachers, and sometimes with the assistance of students and parents. Board approval is not needed for supplemental materials and resources.

Recommended textbook, supplementary materials, and library/media resources will be inclusive and value diversity in all forms when possible; contain appropriate readability and viewing levels; support the district's adopted curriculum contents; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

~~The Board recognizes that the appropriate use of some instructional materials shall include parental and administrative notification prior to its use. These materials have a legitimate purpose in a school's education program. However, since the content may include mature themes for students, parents and the appropriate building administrator will be notified prior to use. The Board supports the use of these materials as a resource to enhance and present the curriculum goals of the district and the content of specific adopted courses. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material(s) and the standard, benchmark, and/or curricular content area the resource supports. Administrative notification and/or concurrence and parental permission by the teacher are required specific to the materials and grade level in question. If a parent does not grant permission, an alternative assignment will be available for their student.~~

The Board recognizes that materials containing mature themes and content may have a legitimate purpose in a school's educational program. However, if the Board wishes to ensure that the use of such instructional and/or supplementary material enhances and supports the curriculum goals of the district and of specific adopted courses, and that the content of the material is appropriate for the developmental level of the student. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material and the standard/benchmark and related curriculum the resource supports. Administrative notification and/or concurrent and parental permission by the teacher are required specific to the materials containing mature themes and grade level in question. Additionally, and prior to its use, parental permission and administrative concurrence may be required when the film contains mature themes that are rated beyond the age of the student. If a parent does not grant permission, an alternative assignment will be available for the student.

The Board recognizes the right of individuals and/or groups to present complaints concerning instructional materials and programs in the schools. The superintendent will establish a review process for objections to instructional materials and programs. This process will provide for a timely and fair hearing, assuring that procedures are applied equitably to all expressions of concern.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records and Access to Electronic Information, Services and Networks.

END OF POLICY

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Legal Reference(s):

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)

[OAR 581-011-0050 to -0117](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1520](#)  
[OAR 581-022-1640](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006)

"Improving America's Schools Act of 1994 (IASA)," [P.L. 103-382], Title I, Sections 1001-1604.

Cross Reference(s)

Policy EGAAA—Reproduction of Copyright Materials  
Policy IFA—Instructional Research  
Policy IIABB—Use of Feature Films/Videos  
Policy INB—Controversial Issues  
Policy KL—Public Complaints



# Corvallis

SCHOOL DISTRICT

IX.E. Administrative Regulation IIBGA-AR—Electronic Communications  
System—Revised—For Information

## Electronic Communications System

### Definitions

- A. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA) means a specific technology that blocks or filters Internet access to visual depictions that are:
1. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
  2. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
  3. Harmful to minors.
- B. “Harmful to minors” as defined by CIPA means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, an actual or simulated normal or perverted sexual acts, or a lewd exhibit of the genitals; and
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
- C. “Sexual act; sexual contact” as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
- D. “Minor” as defined by CIPA means an individual who has not attained the age of 17. For the purpose of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
- E. “Inappropriate matter” as defined by the district means material that is inconsistent with general public education purpose, the district’s mission, and goals.
- F. “District system” includes those systems hosted by or accessed through the district (e.g., e-mail, network, and databases), as well as systems we contract through third party vendors (e.g., Linn Benton Lincoln Education Service District applications, Google).

## General District Responsibilities

The district will:

- A. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system that includes all district computers, e-mail, and Internet access.
- B. Provide staff training in the appropriate use of the district's system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users.
- C. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's system;
- D. Use only properly licensed software, audio, or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction, and distribution of copyrighted works and with applicable provisions of use or license agreements.
- E. Install and use desktop and/or server virus detection and removal software;
- F. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography; or with respect to the use of computers by minors, harmful to minors. An administrator, supervisor, or other individual authorized by the superintendent may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate.
- G. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web.
- H. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, chat rooms, and other forms of direct electronic communication.
- I. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms.
- J. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly.
- K. Determine which users will be provided access to the district's e-mail system.

- L. Notify appropriate system users that:
1. The district retains ownership and control of its computers, hardware, software, and data at all times. All communications and stored information transmitted, received, or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's systems are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. The district will inform system users that files and other information, including e-mail, generated or stored on district servers are not private and may be subject to such monitoring.
  2. Files and other information, including e-mail, sent or received, generated, or stored on district servers are not private and may be subject to monitoring. By using the district's systems, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.
  3. The district may establish a retention schedule for the removal of e-mail.
  4. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction.
  5. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district.
  6. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase.
  7. Transmission of any materials regarding political campaigns is prohibited. Providing general information is permitted, without advocacy for a position or candidate.
- M. Ensure all staff and non-district system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the information services office. Internet and e-mail accounts are authorized and issued by virtue of a student's status as a currently enrolled student in the district. It is only by permission signed by parent or guardian that

the student will be provided access to an Internet or e-mail account. All such agreements will be maintained on file in the school office.

### System Access

- A. Access to the district's systems is authorized to students with parent approval and when under the direct supervision of staff; as well as Board members, district employees, students with parent approval, and when under the direct supervision of staff, district volunteers, district contractors, or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.
- B. Students, staff, Board members, volunteers, district contractors, and other members of the public may be permitted to use the district's systems for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette, and other applicable provisions of this administration regulation. Personal use of district-owned computers, including Internet and e-mail access by employees, is prohibited if it interferes with the employee's duties during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

### General Use Prohibitions/Guidelines/Etiquette

Operation of the district's systems relies upon the proper conduct and appropriate use of system users. Students, staff, and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical, and efficient utilization of the district's system.

#### A. Prohibitions

The following conduct is strictly prohibited:

1. Attempts to use the district's systems for:
  - a. Unauthorized solicitation of funds;
  - b. Distribution of chain letters;
  - c. Unauthorized sale or purchase of merchandise and services;
  - d. Collection of signatures;
  - e. Membership drives;
  - f. Transmission of any materials regarding political campaigns.
2. Attempts to upload, download, use, reproduce, or distribute information, data, software, or file share music, videos, or other materials on the district's systems in violation of copyright law or applicable provisions of use or license agreements.

3. Attempts to degrade, disrupt, or vandalize the district's equipment, software, materials, or data or those of any other user of the district's systems or any of the agencies or other networks connected to the district's systems.
4. Attempts to evade, change, or exceed resource quotas or disk usage quotas.
5. Attempts to send, intentionally access, or download any text file or picture or engage in any communication that includes material that may be interpreted as:
  - a. Harmful to minors;
  - b. Obscene or child pornography as defined by law or indecent, vulgar, profane, or lewd as determined by the district;
  - c. A product or service not permitted to minors by law;
  - d. Harassment, intimidation, menacing, threatening, or constitutes insulting or fighting words, the very expression of which injures or harasses others;
  - e. A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
  - f. Defamatory, libelous, reckless, or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense, or otherwise violates any law, rule, regulation, Board policy, and/or administrative regulation.
6. Attempts to gain unauthorized access to any service via the district's systems which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs.
7. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory and personally identifiable information. Personal contact information includes photograph; age; home, school, work, or e-mail addresses; phone numbers; or other unauthorized disclosure, use, and dissemination of personal information regarding students.
8. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization.
9. Attempts to use another individual's account name or password, or access restricted information, resources, or networks to which the user has not been given permission.

B. Guidelines/Etiquette

Appropriate system use etiquette is expected of all users and is explained in district training sessions and as described in the Student Network Use Handbook.

## Complaints

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor, or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL and accompanying administrative regulation.

## Violations/Consequences

### A. Students

1. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Disciplinary action may be appealed by parents, students, and/or a representative in accordance with established district procedures.

### B. Staff

1. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements, and applicable provisions of law.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for competent and ethical performance of Oregon Educators will be reported to TSPC as provided by OAR 584-020-0041.
4. Violations of ORS 244.040 will be reported to Government Standards and Practices Commission.

### C. Others

1. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
2. Violations of law will be reported to law enforcement officials or other agencies, as appropriate and may result in criminal or civil sanctions.

### Telephone/Membership/Other Charges

- A. The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's systems.
- B. Any disputes or problems regarding phone services for home users of the district's systems are strictly between the system user and his/her local phone company and/or long distance service provider.

### Information Content/Third Party Supplied Information

- A. System users and parents of student system users are advised that use of the district's systems may provide unintentional access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's systems accordingly.
- B. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals are those of the providers and not the district.
- C. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
- D. The district does not warrant that the functions or services performed by or that the information or software contained on the systems will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the systems and any information or software contained therein.

**Corvallis School District 509J**  
**Student Electronic Account**  
**Technology Responsible Use Agreement Form**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

**Parent or Guardian Section**

I have read the District's Technology Responsible Student Electronic Use Handbook (part of the Student/Parent Handbook), online at: <https://dnn.csd509j.net/Portals/1/Publications%20and%20Reports/S-P%20Handbooks/2011-12%20SP%20Handbook%20English.pdf>

The Technology Responsible Student Electronic Use Handbook is summarized on the back of this form. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the district system, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's systems are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. I understand by using the district's systems, individuals consent to having that use monitored by authorized district personnel.

I understand that use of the district's systems students may be exposed or be able to navigate to materials that may be considered objectionable and inconsistent with the district's mission and goals. I will instruct my child regarding restrictions against accessing material that are in addition to the restrictions set forth in the Technology Responsible Student Electronic Use Handbook. I also will emphasize to my child the importance of following the rules for personal safety.

I give permission for my child to access only those portions of the local and wide area network s (hereafter referred to as the "Network") connections that are approved by the Corvallis School District, and to use PEDs personal electronic devices and services only as approved by the district.

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian Name Printed \_\_\_\_\_ Phone \_\_\_\_\_

Home Address \_\_\_\_\_

E-Mail \_\_\_\_\_

**Student Section**

I have read the District's Technology Responsible Student Electronic Use Handbook (site address above) and summary on the back of this form. I agree to follow the rules contained in this handbook. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please return this completed form with registration materials to your student's school.*

**STAFF AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS  
SYSTEM ACCOUNT**

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: \_\_\_\_\_

Home Address: \_\_\_\_\_

Date: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

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Assigned Username: first name last name

Initial Password: password (to be changed by user)

**AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT  
(Non-District System User)**

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: \_\_\_\_\_

Home Address: \_\_\_\_\_

Date: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

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Assigned Username: first name last name

Initial Password: password (to be changed by user)



# Corvallis

SCHOOL DISTRICT

IX.F. Administrative Regulation IIBGB-AR—Web-Page Guidelines—  
Revised—For Information

## WEB-PAGE GUIDELINES

All web pages must follow district guidelines and be approved by the building principal and/or webmaster prior to publication.

### Content

All web pages must:

1. Contain name, address and district e-mail address of the author. Student web pages shall **cite** ~~use~~ the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. Use district **approved** templates;
6. Contain a created or modified date and the name or initials of the person responsible;
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the webmaster. All links should be checked regularly and revised as necessary.

Use of web pages for **personal** financial gain is prohibited.

### Standards

Web-page authors shall:

1. Comply with Board policies, administrative regulations, these guidelines and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use web sites for academic, educational and research purposes only;
5. Use conventions of standard English or other languages.

Web-page authors shall not:

1. Display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit or illegal material;
2. Use web site for commercial, purchasing or illegal purposes.

### **Disclaimer**

The district has made every reasonable attempt to ensure that the district's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the district's electronic communications policy. However, system users and parents of student system users are advised that use of the district's systems may provide unintentional access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's systems accordingly.

### **Student Safeguards**

1. Web-page documents may include only the first name and the initial of the student's last name; last names may be used with parent permission.
2. Documents may not include a student's phone number, address, names of other family members or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where mail is forwarded to a staff member.
4. Decisions on publishing student pictures will be made by the supervising teacher, after checking with the school office to determine if the student's parents have approved ~~objected to~~ such publication.

### **Maintenance**

Maintenance of web pages, including the timely update of information and periodic checks of links, is the responsibility of the author. Web pages not up to date may be removed by the webmaster.

The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is unacceptable.

### **Privacy**

There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.



Corvallis School District 509J  
**Student Permission to Publish Form**

**Parent or Guardian:**

It is our practice when publishing your child's photo, work, or web pages electronically, such as on the Internet, to seek your written permission in accordance with the Family Educational Rights and Privacy Act (FERPA).

Staff Person \_\_\_\_\_ School Phone Number \_\_\_\_\_

**PLEASE FILL OUT THE FOLLOWING INFORMATION AND RETURN TO SCHOOL**

\_\_\_\_\_ has my permission to publish as indicated by checkmarks  
(School or Staff Person)  
below.

- Photo of my child. (Full names will not be published with photos without specific parental permission).
- Full name of my child in association with photos and other published documents.
- Work done by my child.
- Web pages created by my child.

I understand that personally identifiable information, such as address and telephone numbers will not be published electronically regardless of permission granted by this form. (Refer to board policy in the School Board Policy Handbook, Section J: Students, Education Records Management, and Personally Identifiable Information).

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Daytime Phone \_\_\_\_\_

Evening Phone \_\_\_\_\_



# Corvallis

SCHOOL DISTRICT

IX.G. Board Policy JFCEB—Personal Electronic Devices and Social Media—  
Student—Revised—First Reading

## Personal Electronic Devices and Social Media—Student

~~Subject to the conditions of this policy and administrative regulation JFCEB-AR,~~

Student possession or use of personal electronic devices (PED) on district property, in district facilities during the school day, and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent. A PED “~~personal electronic device~~” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

~~emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to walkie talkies, either long or short range portable radios, portable scanning devices, cellular telephones and pagers, other digital audio devices (e.g., iPods), personal digital assistants (PDAs), laptop computers, and similar devices with wireless capability. At no time will any device be allowed which provides for a wireless, unfiltered connection to the Internet.~~

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not access social media websites, public websites, and blogs using district equipment, while on district property, or at district-sponsored activities unless the posting is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities. Social media Web sites are Web sites such as, but not limited to, Facebook, MySpace, and Twitter.

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

~~The district will not be liable for PEDs brought to district property and district sponsored activities.~~

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges and disciplinary action, up to and including expulsion for using a PED in any manner that is academically dishonest, illegal, or violates the terms of this policy.<sup>1</sup> A referral to law enforcement official also may be made. PEDs owned by students and brought to district property or used in violation of this policy are subject to confiscation and will be released to the student’s parent or property owner, as appropriate.

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<sup>1</sup>The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student's request to use a PED, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent may provide for the confiscation of PEDs, and the delivery of such devices to law enforcement, if requested for evidence purposes. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulation, and school rules governing PEDs are included in staff handbooks and student/parent handbooks and other means, reviewed annually, and updated as necessary.

END OF POLICY

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Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2006).

~~Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).~~

Cross Reference(s):

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

Board Policy IIGBA—Electronic Communications System

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

Board Policy JFCFA/GBNAA—Cyberbullying



# Corvallis

SCHOOL DISTRICT

IX.H. Administrative Regulation JFCEB-AR—Personal Electronic Devices and  
Social Media—Revised—For Information

## PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Students may use and possess personal electronic devices (PEDs) on district grounds subject to the following:

1. Support of ~~PEDs personal electronic devices~~ is subject to available district resources including, but not limited to, IP addresses and network bandwidth capacity. Laptop computers and ~~PEDs PDAs~~ brought to school and accessing district resources may be restricted to classroom or instructional-related activities only and these activities may not impede district network capacity.
2. ~~PEDs personal electronic devices~~ shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policies, administrative regulations, school rules, or classroom rules<sup>1</sup>.
3. Unless authorized in advance by the building principal or designee for health or safety reasons, ~~for use as a study aid~~, or in the event of an emergency situation that involves imminent physical danger:
  - a. ~~PEDs personal electronic devices~~ are not permitted to be turned on or visible on campus during the regular school day by students attending elementary and middle schools;
  - b. ~~PEDs personal electronic devices~~ may be used during the student's break time at high school. ~~They may not be used at any time in the proximity of any class, school activity, or event that may be in session or in progress during the regular school day.~~
  - c. ~~PEDs may be used as electronic study aids in the classroom if provided as a part of a student's individualized education program (IEP), or if permission is received from the student's teacher. Otherwise, they may not be used at any time in the proximity of any class, school activity, or event that may be in session or in progress during the regular school day.~~
4. ~~At no time will any personal electronic device be allowed to be used for disruptive~~

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<sup>1</sup>The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~purposes while on district property or while the student is engaged in district-sponsored activities.~~

5. ~~PEDs personal electronic devices~~ that have the capability to take photographs or record video or audio ~~Digital devices which have the capability to take “photographs” or “moving pictures”~~ shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee.
6. The district shall not be responsible for loss, theft, or damage to ~~PEDs personal electronic devices~~ brought to district property or district-sponsored events.
7. ~~PEDs Personal electronic devices~~ must not be displayed in plain view during prohibited times of use.
8. ~~PEDs personal electronic devices may be used as electronic study aids in the classroom if provided as a part of a student’s individualized education program (IEP), or if permission is received from the student’s teacher.~~
8. The use of ~~PEDs personal electronic devices~~ in any way to send or receive messages, data, or information in any form (text, image, audio, or video) that would pose a threat to academic integrity, contribute to, or constitute academic dishonesty is strictly prohibited.
9. The use of ~~PEDs personal electronic devices~~ in any manner (text, image, audio, or video) that would violate the confidentiality or privacy rights of another individual is strictly prohibited.
10. Students shall comply with any additional school rules as established by the building principal and classroom rules as approved by the building principal concerning the appropriate use of ~~PEDs personal electronic devices~~.
11. ~~PEDs personal electronic devices~~ used in violation of law, Board policy, administrative regulation, or approved school rules will be confiscated, turned in to the school office, and/or transferred to law enforcement officials as appropriate. If law enforcement does not retain the device as evidence, the device will be returned to the student or parent following parent notification, conference, detention, suspension, and/or expulsion.
12. Students may not use ~~PEDs personal electronic devices~~ to access social media sites through a connection to district equipment or the district network unless the posting is approved by an authorized district representative.



# 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