



**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, October 5, 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, October 5, 2015  
6:30 PM

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

Meeting Details: Monday, October 5, 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
- IV. SUPERINTENDENT'S REPORT
- V. STAFF AND PUBLIC TESTIMONY - (20 minutes)  
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 09-15-15*

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 the topic you will address before you begin.
    - This is a matter of public record and will not count against your time.
2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.
3. Keep your comments to the specified time allotted.
  - You will be signaled when you have 30 seconds remaining.
  - You will be signaled when your time is up.
4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

## Corvallis School District

### How to Provide Input to the School Board

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

#### **Important information**

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

## Corvallis School District

### How to Provide Input to the School Board

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

## II. Written Correspondence

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

## III. Telephone Communication

Citizens also may contact board members by telephone:

Vincent Adams	541-738-4324 or 541-240-4055
Judy Ball	541-758-1671 or 240-997-1222
Bill Kemper	541-754-0943 or 541-740-0728
Alexis McQuillan	541-230-1342
Scott Newsham	703-855-1637
Chris Rochester	541-224-1880
Tom Sauret	541-758-2244



# Corvallis

SCHOOL DISTRICT

VI. SPECIAL REPORTS

VI.A. Recognition of Love INC for Teacher Supply Giveaway

VI.B. Summer Educational Programs



# 2015 Graduation Rate Interventions

## A Review of Programs

Over the past three years, the Corvallis Public Schools Foundation has funded a variety of programs intended to promote academic success and ensure that students are on the path to graduation. This report focuses on programs implemented this summer.

The largest of these programs has been the **Summer Credit Recovery Program**, which serves students from all three high schools. This year 97 students participated in at least one on-line credit recovery class. Seventy-eight percent of participants successfully completed their coursework, earning a total of 113.5 half credits. **Because of this program, seven students graduated this year** who otherwise would have required additional time in high school.

*"C. came to us with quite a bit of math anxiety. The outcome was more than just earning credit. C. Realized that she can actually do math! She will start school in the fall with a new sense of math confidence." – Cathy Wright, College Hill*



This summer, in addition to interventions geared toward secondary students, the Foundation supported a pilot program called **Kinder Launch** at Garfield Elementary School. Incoming Kindergarten students who were English Language Learners were invited to attend. The goal of this three-week program was to reach students who had not yet been exposed to preschool and give them a sense of confidence and preparedness for the classroom environment. Eighteen students participated in this year's pilot program.

**AVID** (Advancement via Individual Determination), a national program offered to high school students to foster college readiness and reduce the achievement gap, continues to be a success at both Crescent Valley and Corvallis High Schools. The Foundation provided support for **AVID Boot Camps** this year; each camp served 24 incoming freshmen.

AVID Boot Camp is designed as an intensive immersion that begins the process of building relationships between students and teachers and prepares them for success in school. AVID Boot Camp consisted of four half-days at CVHS and two full days at CHS in August. All students who have been accepted to the year-long AVID program were invited to attend.

*"The AVID Boot Camp is a great benefit in terms of getting kids acclimated to high school and giving them confidence. It propels them toward feeling like leaders in the school." – Matt Boring, CHS Principal*

This summer, both CHS and CVHS offered several additional opportunities for students who needed to retake a class or gain confidence and proficiency. CHS offered a small **Algebra Readiness Camp** to seven incoming freshman to reduce math anxiety and provide introductory skills. As Principal Matt Boring commented, “The small size of this camp enabled me to put a name to a face. I see these kids in the halls now. That is what is so powerful about getting kids in the summer.” CHS also offered an **English/Language Arts Passing Camp** for students who failed the previous year’s class by a small margin; 18 of 24 participants achieved a passing score on coursework.

*“Summer programs have supported the school and district mission of Every Student a Graduate, whether that is in earning the 24 credits or meeting the Essential Skills in reading, writing and math as graduation requirements. We appreciate the support of the Foundation as part of the “village” in helping us meet the varied learning needs of Corvallis Students” – Cherie Stroud, CVHS Principal*

CVHS offered two **Essential Skills Workshops** designed to give seniors an opportunity to demonstrate proficiency in writing and math, a requirement for high school graduation. These workshops consisted of four days during which students could complete and submit work samples. Fourteen students finished successfully.

**SUMMARY OF SUMMER PROGRAMS**

Intervention	Program/Description	Number of Participants	Outcome
Summer Credit Recovery	Online courses offered to high school students	97	76 students earned 113.5 half credits
Kinder Launch	3-week Garfield pilot program	18	Kindergarten readiness
AVID	CHS AVID Boot Camp	24	Freshman readiness
	CVHS AVID Boot Camp	24	
CHS Grad Rate Interventions	Algebra Readiness Camp	7	Algebra readiness
	English/Language Arts Passing Camp	24	18 passed
CVHS Grad Rate Interventions	Writing Essential Skills Workshop	16	10 passed
	Math Essential Skills Workshop	20	4 passed

In total, the Corvallis Public Schools Foundation **allocated \$35,000 for graduation rate interventions** this summer. Because not all funds were spent, there is carryover for use during the school year. This aligns well with the Foundation’s interest in supporting homework clubs, tutoring and other individual help throughout the school year. The Foundation is pleased to support AVID with a **\$5000 gift** that will be divided between middle and high schools, and we look forward to providing ongoing funding for middle school tutoring with our new **\$50,000 math endowment**, the Midge Mueller Fund.



# Grad Rate Interventions

A Review of 2015 Programs

Liv Gifford, Foundation Executive Director

# Overview

- Summer Credit Recovery
- Kinder Launch
- AVID Boot Camp
- Corvallis High School Graduation Rate Interventions
- Crescent Valley High School Graduation Rate Interventions
- Foundation support

# Summer Credit Recovery

- Online courses held at CHS
- 97 students participated
- 76 students earned a total of 113.5 half credits
- Because of this program, **7 students were able to graduate this year.**

2013	2014	2015
143 half credits	157 half credits	113.5 half credits

# Kinder Launch

3-week pilot program in Aug./Sept.

Garfield Elementary

18 students

Outcome: Kindergarten readiness



# AVID Boot Camp

- Intensive immersion just before school starts
- Open to students who have been accepted to the year-long AVID program
- 24 students at CHS, 24 students at CVHS
- Four half days at CVHS, two full days at CHS

*"Being part of the emerging AVID system and teaching some of the AVID elective classes at CHS has been enormously challenging and satisfying as we work to ensure that education plays a significant and positive role in shaping students' life trajectories." – Eric Dazey, CHS AVID Instructor*

# CHS Grad Rate Interventions

## Algebra Readiness Camp

- 7 participants
- Goal: reduce math anxiety and provide introductory skills for incoming freshmen

## English/Language Arts Passing Camp

- 24 participants
- 18 passed
- Open to students who failed by class by a small margin

*"The small size of this camp enabled me to put a name to a face. I see these kids in the halls now. That is what is so powerful about getting kids in the summer."  
– Matt Boring*

# CVHS Grad Rate Interventions

## Writing Essential Skills Workshop

- Four days
- 16 participants
- 10 passed

## Math Essential Skills Workshop

- Four days
- 20 participants
- 4 passed

*"Summer programs have supported the school and district mission of Every Student a Graduate, whether that is in earning the 24 credits or meeting the Essential Skills in reading, writing and math as graduation requirements."*

*– Cherie Stroud, CVHS Principal*

# Foundation Support

\$35,000 – Total allocation (June '15)

\$5,000 gift to AVID this school year

\$50,000 math endowment





# Corvallis

SCHOOL DISTRICT

VI.C. Muddy Creek Charter School Annual Report



# Muddy Creek Charter School

Annual Report 2014-2015

October 5, 2015

## **The Muddy Creek Charter School Vision and Mission**

### **Vision:**

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

### **Mission:**

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

**A. Introduction****Brief historical perspective**

Muddy Creek Charter School opened its doors in September of 2008. As stated in the charter agreement, the mission of the school was to provide an excellent and innovative public educational program for children in grades K-5 in the Corvallis School District. It is aimed at, but not restricted to, children who reside in and around the Muddy Creek and Beaver Creek Watershed. Its place-based curriculum is founded in its rural agricultural setting and commitment to community service. Learning takes place through a combination of direct (traditional) and multidisciplinary, project-based instruction that also integrates art. MCCA is supported in its efforts by forging and maintaining partnerships with local landowners and agencies such as the Fresh Water Trust, OSU researchers and the community at large. The students of MCCA not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as measured by a portfolio of the student's best work, and prove themselves well prepared to transition into other schools in the Corvallis School District for their continued education.

**B. Physical Description**

The school has five classrooms - a half-time kindergarten, two first/second grade classrooms, a three/four classroom and a four/five classroom. Grades 1-5 received PE instruction three days a week and music instruction two days a week. The Kindergarten teacher facilitated her own PE and music instruction. Art, Special Education and counseling were additional instructional offerings. Each classroom had an assistant. The administration consists of an Executive Director, a Head Teacher, and an Administrative Assistant. There is a Financial Officer handling financial matters and technology issues. The District provides a quarter-time learning resource center teacher and assistant time to meet the needs of the learning handicapped. The Executive Director and Head Teacher are retired District staff working part time at a greatly reduced salary.

**C. Academic Description****Literacy**

Our philosophy is to integrate phonics, skill development and whole language to promote a love of reading and opportunity to read chapter books. Instruction is based on Oregon's Common Core State Standards.

Literacy includes four areas: Reading, Writing, Speaking, Listening

All classrooms have:

- Many books of varying difficulty, both fiction and non-fiction
- Daily opportunities to practice writing in a variety of ways - creative, descriptive, etc.
- Regular practice to develop language, vocabulary and interpersonal skills by providing opportunities for students to speak publically in the classroom, at our weekly all-school assembly, and to people they do not know.

Literacy Instruction includes and is not limited to:

- Forty minutes per day of literacy groups
- Ten minutes of spelling, phonics or vocabulary development
- Thirty minutes of reading instruction at their ability level (guided reading)
- Children are read to for 10-15 minutes per day, stories, poems, etc.
- 30 minutes per day is designated for students to read independently; Independent reading practices include “Read to Self”, “Read to Someone” and/or DEAR (Drop Everything and Read)
- A read-at-home program is encouraged that emphasizes 15-30 minutes of reading at home per day

Classroom teachers create a year-long teaching plan that includes Literacy skills, strategies and topics to be taught.

Literacy is integrated into all subjects throughout the day – this is where our place-based and project-based learning plays so well.

## **Math**

Our math program is comprised of *Bridges* for Grades 1-4 and *Everyday Math* for Grade 5. *Bridges in Mathematics: Second Edition*, is a comprehensive K-5 mathematics curriculum that helps teachers to fully implement the Common Core State Standards for Mathematics in a rigorous, coherent, and engaging way. The curriculum focuses on developing students’ deep understanding of mathematical concepts, proficiency with key skills and the ability to solve complex problems. They learn fluency of facts and how to use them in all problems. It is hands on, and develops a community of mathematicians. Our 4th grade is using *Bridges* and *Everyday Math*. Fifth grade uses *Everyday Math*, which is a progression of skills with group lessons and individual advancement. Students take pre and post tests and continue at their own pace along with group instruction. The two programs work well together and students leave Muddy Creek with a strong mathematical sense.

## Science (includes place-based projects)

Project learning follows a two-year cycle of Science and Social Studies topics. Students engage with a topic, then question and investigate (conduct field work), and share what they have learned. Whenever possible, projects are investigated through the lens of the place where children live or where our school is located. **The projects also give children an opportunity to apply literacy and math skills in an integrated context.** Project times vary in length and type. Some projects last for a few weeks and others last up to three or four months. Certain projects are worked on intermittently and others, such as seasonal comparisons, will last the entire year. Examples of project themes include:

- Farm animals
- Birds/migration
- Water and weather
- Astronomy
- Wetlands
- U.S. History
- Economics
- Food chains
- Engineering

Classes also completed smaller focused studies based on student and teacher interest.

## 4-H Wildlife Stewards Summit Presentations (second through fifth grade)

We participated in the summit that was hosted by Muddy Creek this past year. Our students produced and presented posters of their investigations.

### Science and History Place-based Projects

Restoring plant life in the Rock Creek watershed  
Restore Project – study of wetlands impact upon plants and soils  
Finley Wildlife Refuge – study of bird migration patterns  
Raised-bed potato trials  
Insects in Art, Reading, and the Muddy Creek watershed  
Geology – rocks and land formations  
Astronomy

Following is the new two-year plan for science incorporating our new STEM kits:

Muddy Creek Charter School--Science themes based on Next Generation Science Standards						
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Physical Sciences</b>	<b>Forces</b> <ul style="list-style-type: none"> <li>push &amp; pull</li> <li>speed &amp; direction</li> </ul> <b>E</b>	<b>Waves</b> <ul style="list-style-type: none"> <li>light</li> <li>sound</li> </ul> <b>A</b>	<b>Matter</b> <ul style="list-style-type: none"> <li>states of matter</li> <li>material science</li> <li>heating/cooling</li> <li>physical vs. chemical changes</li> <li>cooking</li> </ul> <b>A</b>	<b>Magnets and forces</b>  <b>A</b>	<b>Waves</b> <ul style="list-style-type: none"> <li>patterns</li> <li>properties of waves in water</li> <li>vision and light</li> </ul> <b>A</b>	<b>Matter and energy</b> <ul style="list-style-type: none"> <li>particles</li> <li>properties of matter</li> <li>mixtures</li> </ul> <b>A</b>
					<b>Energy</b> <ul style="list-style-type: none"> <li>sound, light, heat</li> <li>electricity</li> <li>collision</li> </ul> <b>B</b>	
<b>Life Sciences</b>	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>organisms environment caring for earth</li> <li>how an organism's needs impacts where it lives</li> </ul> <b>E</b>	<b>Heredity</b> <ul style="list-style-type: none"> <li>baby animals and their parents</li> </ul> <b>A</b>	<b>Habitats</b> <ul style="list-style-type: none"> <li>investigate plant needs</li> <li>diversity of life and habitats</li> <li>seeds and pollinators</li> </ul> <b>B</b>	<b>Life cycles and traits of organisms</b> <ul style="list-style-type: none"> <li>history of life</li> <li>fossils</li> </ul> <b>B</b>	<b>Senses and the brain</b> <ul style="list-style-type: none"> <li>responses to stimuli in animals and humans</li> </ul> <b>A</b>	<b>Ecology</b> <ul style="list-style-type: none"> <li>transfer of energy</li> <li>food webs</li> </ul> <b>A</b>
				<b>Interdependent relationships</b> <ul style="list-style-type: none"> <li>animals that live in groups</li> <li>survival tactics</li> <li>biodiversity</li> </ul> <b>A</b>		
<b>Earth and Space Sciences</b>	<b>Weather</b> <ul style="list-style-type: none"> <li>local seasonal patterns</li> <li>forecasting</li> </ul> <b>E</b>	<b>Space</b> <ul style="list-style-type: none"> <li>sky watching</li> <li>patterns of sun and moon</li> </ul> <b>B</b>	<b>Earth science</b> <ul style="list-style-type: none"> <li>volcanoes</li> <li>erosion</li> <li>water and landforms</li> </ul> <b>B</b>	<b>Weather and climate</b> <ul style="list-style-type: none"> <li>climates and regions of the world</li> <li>weather hazards</li> <li>seasons</li> </ul> <b>B</b>	<b>Changing earth</b> <ul style="list-style-type: none"> <li>rocks</li> <li>fossils</li> <li>landscapes</li> <li>erosion</li> <li>natural resources</li> <li>gather data from maps</li> </ul> <b>B</b>	<b>Space</b> <ul style="list-style-type: none"> <li>stars &amp; our sun</li> <li>seasons</li> <li>day/night cycles</li> </ul> <b>B</b>
						<b>Earth systems</b> <ul style="list-style-type: none"> <li>abiotic cycles: rocks, water, etc</li> </ul> <b>B</b>
<b>Engineering</b>	<b>Effect of sunlight hitting surfaces: Sunny Sandbox (STEM kit)</b>  <b>E</b>	<b>Use inspiration from nature to solve a human problem</b>  <b>B</b>	<b>Pollination/seed dispersal models</b>  <b>A</b>	<b>Mitigate weather-related hazards (e.g. on a farm or in a building design)</b>  <b>B</b>	<b>Conversion of energy (e.g. solar house design project) (STEM kit), wave tank field trip</b>  <b>B</b>	
		<b>Shrinking shore (STEM kit)</b>  <b>B</b>	<b>Marble run (Bridges math)</b>  <b>E</b>	<b>Bridges unit (Bridges math)</b>  <b>E</b>	<b>Flight (Bridges math)</b>  <b>E</b>	
		<b>Sound bite: solving a communication problem (STEM kit)</b>  <b>A</b>				
<b>Extra topics wanted by teachers</b>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Senses</li> <li>Light &amp; shadow</li> <li>Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Color mixing</li> <li>Health</li> <li>Spill/leak</li> <li>Measurement</li> <li>Construction</li> </ul>	<ul style="list-style-type: none"> <li>Body systems</li> <li>Insects</li> <li>Whales</li> </ul>			<ul style="list-style-type: none"> <li>Macro-invertebrates</li> </ul>

Blue=(E) every year Gray=A years (e.g. 2015-16, 2017-18) Yellow= B years (e.g. 2016-17, 2018-19)

Created 8/25/2015. Updated 9/3/15

## Art Integration

The Art Integration Specialist works closely with the K-5 teachers to develop projects and assessments that are integrated, not only with the science themes, but also with all other core subject areas. Place-based, project based lessons are created using a wide variety of mediums. The art curriculum is designed to develop the unique mental capabilities which foster flexible, divergent, original and imaginative thinking. The developmental stages and individual needs of each child are considered and celebrated. While the art projects are designed to enhance learning in all subject areas, art has intrinsic value and is worth learning for its own sake. Art at MCCS encourages inquiry, discovery and wonder. All K-5 students are offered a wide range of experiences in color, design, drawing, painting, sculpture and crafts. For example:

- Kindergarten students studied and drew life-sized land mammals - they finished their creations by using fabric to create collage animals. To display these animals they painted their habitats.
- First and Second Graders studied the continents and oceans. They created and labeled paper mache globes using large sphere balloons.
- Third and Fourth Graders studied fossils. Using clay they created imprint and cast fossils.

- Fourth and Fifth Graders wrote original poems for two voices (Author, Paul Fleischman) about insects. They used self-created papers, drawings, pages from old books, and maps and incorporated their poem in this collage.

### Coach John Wooden's Pyramid of Success:



## The Susan Kovalik Lifelong guidelines and LIFESKILLS:

### THE FIVE LIFELONG GUIDELINES

The principles for living are:

#### LIFELONG GUIDELINES

**TRUSTWORTHINESS:** To act in a manner that makes one worthy of trust and confidence

**TRUTHFULNESS:** To act with personal responsibility and mental accountability

**ACTIVE LISTENING:** To listen attentively and with intention to understand

**NO PUT-DOWNS:** To never use words, actions, and/or body language that degrade, humiliate, or dishonor others

**PERSONAL BEST:** To do one's best given the circumstances and available resources

Just imagine what a better place the world would be if every person would practice and live by these Lifelong Guidelines! It would be so easy if we could be like Jack in the Beanstalk and give each child five magic pills every morning—one for each Lifelong Guideline—and then watch the character traits grow. However, there is no magic ingredient here—just consistency and perseverance.

### THE LIFESKILLS

The LIFESKILLS, listed on the next page, define the Lifelong Guideline of Personal Best. They do not stand alone. According to Susan Kovalik, the purpose of the LIFESKILLS is to “guide students, individually and in groups, to an understanding of the personal and social behaviors that will enable them to do their personal best, and thus enhance the likelihood that they will succeed in attaining their goals.”

### DO THEY LOOK FAMILIAR?

As you read through the Lifelong Guidelines and LIFESKILLS, you may think, “These are the things my mom and dad were always reminding me of when I was growing up,” or “I’m doing some of this in my classroom already. The students definitely need to learn these skills for success in life. I just never realized how important it is to focus on them daily and in-depth.”

The Lifelong Guidelines and LIFESKILLS are also the answer to the question, “Who are the heroes in your life and what are the qualities about them that you admire?” Today, more than ever, students need heroes that demonstrate the qualities necessary for living a full and successful life, personally and as a contributing citizen.

## LIFESKILLS

**CARING:** To feel and show concern for others

**COMMON SENSE:** To use good judgment

**COOPERATION:** To work together toward a common goal or purpose

**COURAGE:** To act according to one's beliefs despite fear of adverse consequences

**CURIOSITY:** A desire to investigate and seek understanding of one's world

**EFFORT:** To do your best

**FLEXIBILITY:** To be willing to alter plans when necessary

**FRIENDSHIP:** To make and keep a friend through mutual trust and caring

**INITIATIVE:** To do something, of one's own free will, because it needs to be done

**INTEGRITY:** To act according to a sense of what's right and wrong

**ORGANIZATION:** To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

**PATIENCE:** To wait calmly for someone or something

**PERSEVERANCE:** To keep at it

**PRIDE:** Satisfaction from doing one's personal best

**PROBLEM SOLVING:** To create solutions to difficult situations and everyday problems

**RESOURCEFULNESS:** To respond to challenges and opportunities in innovative and creative ways

**RESPONSIBILITY:** To respond when appropriate; to be accountable for one's actions

**SENSE OF HUMOR:** To laugh and be playful without harming others

## APPENDIX

### PARENT SURVEY - RESULTS

Fall, 2014

Each year we are expected to use information about our school to create a plan for school improvement. State test scores and this parent satisfaction survey provide the basis for the "School Improvement Plan". Please complete this survey giving us important parent information.

Where do you rate your satisfaction with the school? Please mark with an X.

	Unsatisfied	less than satisfied	satisfied	very satisfied	highly satisfied
Overall satisfaction	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School climate	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Program	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Education	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your child's relationships					
with peers	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with adults	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please think about each of the following activities, then share your view of our performance.

Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PE	[ ]4.4	[ ]	[ ]	[ ]	[ ]
Are students academically challenged?	[ ]4.0	[ ]	[ ]	[ ]	[ ]
Are the needs of students struggling academically being met?	[ ]4.2	[ ]	[ ]	[ ]	[ ]

Place an X for

MOST IMPORTANT ←-----to-----→ LEAST IMPORTANT

Small country school	3.9	_____	_____	_____	_____
Small class size	4.7	_____	_____	_____	_____
Outdoor Education	4.6	_____	_____	_____	_____
State Test Scores	2.4	_____	_____	_____	_____
Art	4.4	_____	_____	_____	_____
Music	4.2	_____	_____	_____	_____
Science	4.6	_____	_____	_____	_____
Math	4.7	_____	_____	_____	_____
Reading	4.6	_____	_____	_____	_____
Multi-age classes	3.3	_____	_____	_____	_____
Child loves learning	4.8	_____	_____	_____	_____
LIFESKILLS	4.4	_____	_____	_____	_____
Character Development	4.8	_____	_____	_____	_____

If you marked something unsatisfactory, help us by telling us how we could do better. Or, if we didn't cover something with our categories, please tell us what you want or think.

Comments/questions/suggestions: I marked Science “less than satisfied” only because I haven’t heard/witnessed much/any science taught yet this year. Maybe scheduled for later in the year?

Also, outdoor education is something that really drew me to MCCS. I believe it is extremely important. I haven’t heard of or seen much of that yet this year.

I would also like to suggest more outdoor time and physical activity for kinders.

Our experience at Muddy Creek is nothing but positive. Such a great environment to learn. Keep up the good work 😊

I realize this probably isn’t very helpful, but I adore this school.

I wish there was more exposure to making music/instruments, etc.

I was really hoping my kinder would have more time outside. Both for free play & exploration for curriculum based learning.

My kinder loves coming to school – yay! Thank you 😊

My only concern is that I wish there was more specialized reading help. (Child’ name) isn’t reading at grade level – I wish during reading/literacy she could work one-on-one or in a small group with a reading specialist. Or even just a volunteer. We are working on it at home, but she doesn’t have much energy left by the end of the day.

I am so glad that you guys are open to new ideas like trying out the loose-play parts. I’m thankful \_\_\_\_\_ has great teachers. Small class size and ample time to work outside. She wants to be a scientist when she grows up – and Muddy Creek is fostering that passion.

Thanks for all you do to make MCCS such a rich learning environment for our kids!

Happy with music, wish there was more time for it.

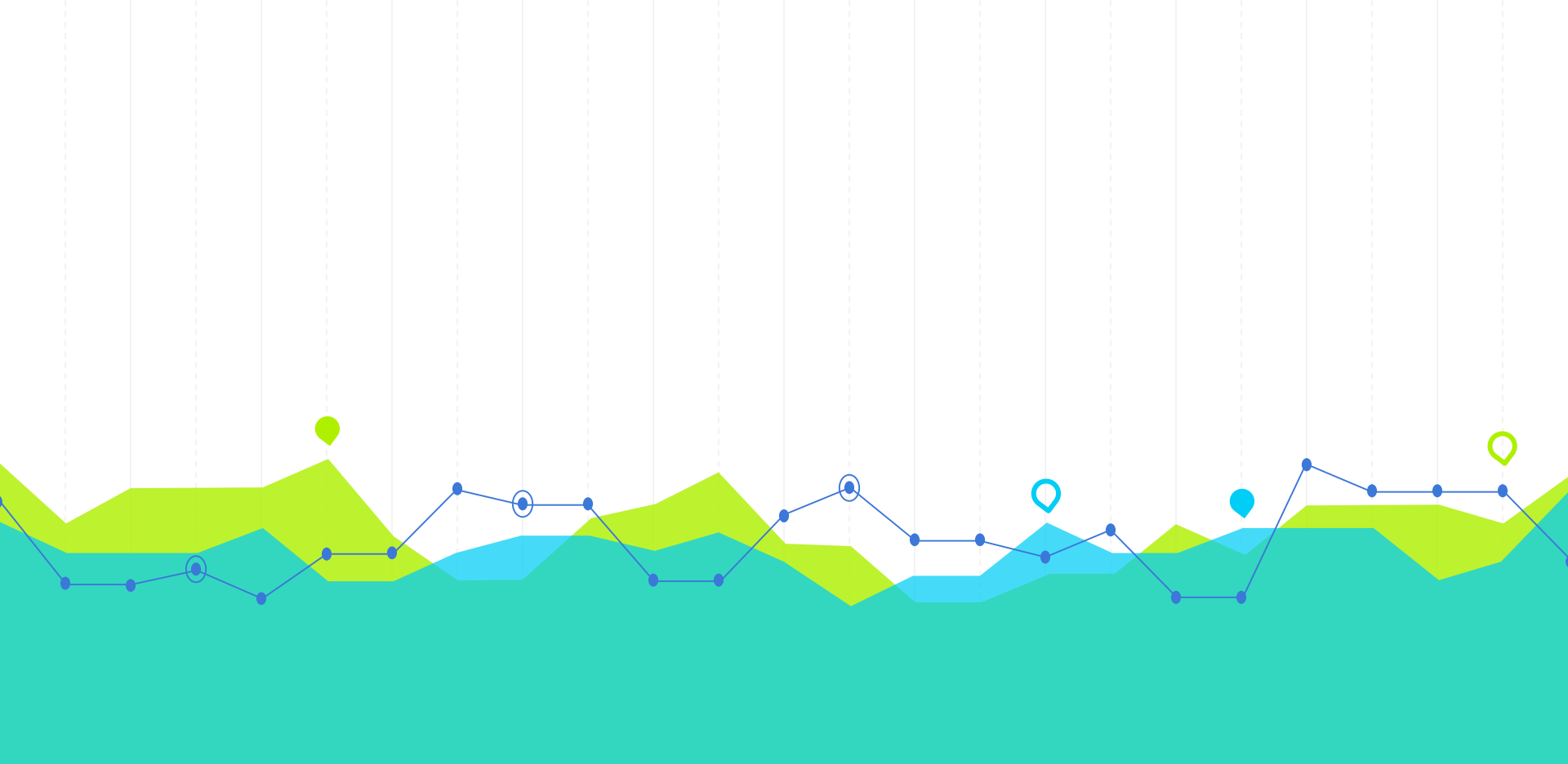
We love Muddy Creek!! We aren’t in favor of increased emphasis on spelling and writing. The more music the better! Ms. Gorman is amazing, my son is lucky to have her as a teacher.



# Corvallis

SCHOOL DISTRICT

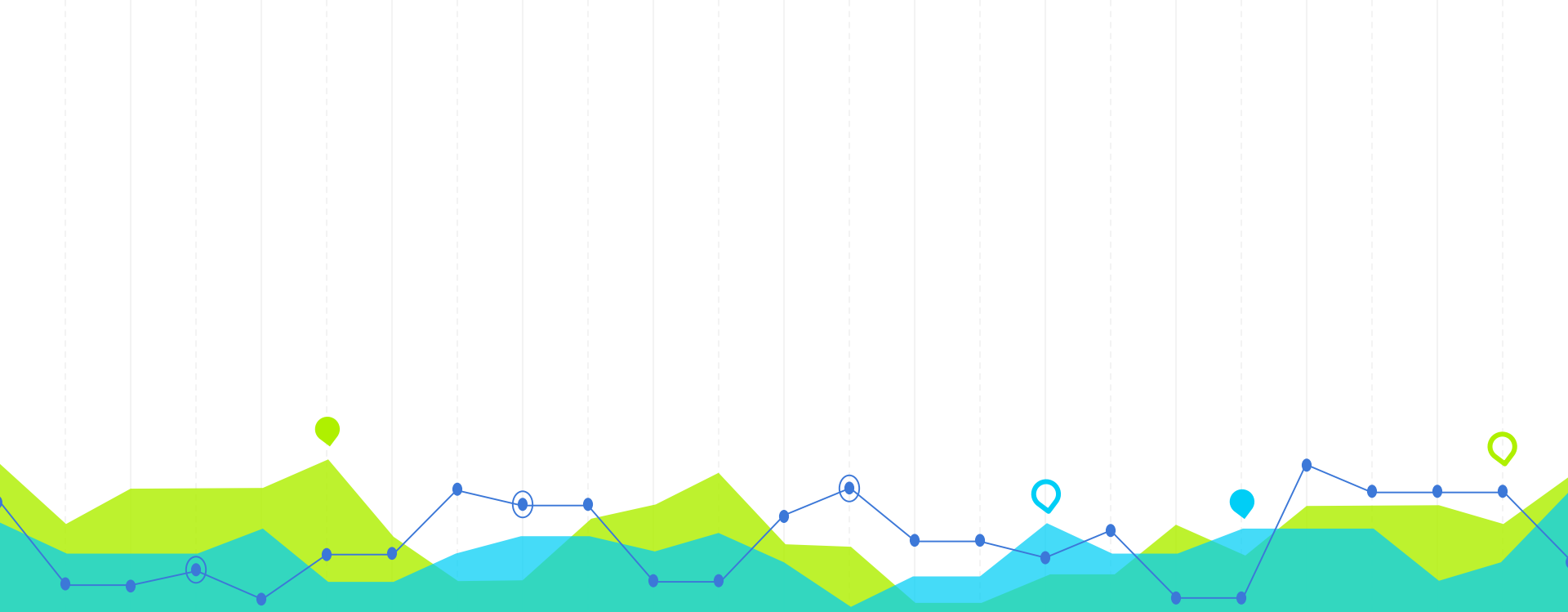
VI.D. Enrollment Report



# FALL 2015 ENROLLMENT REPORT

Corvallis School District 509J

October 5, 2015



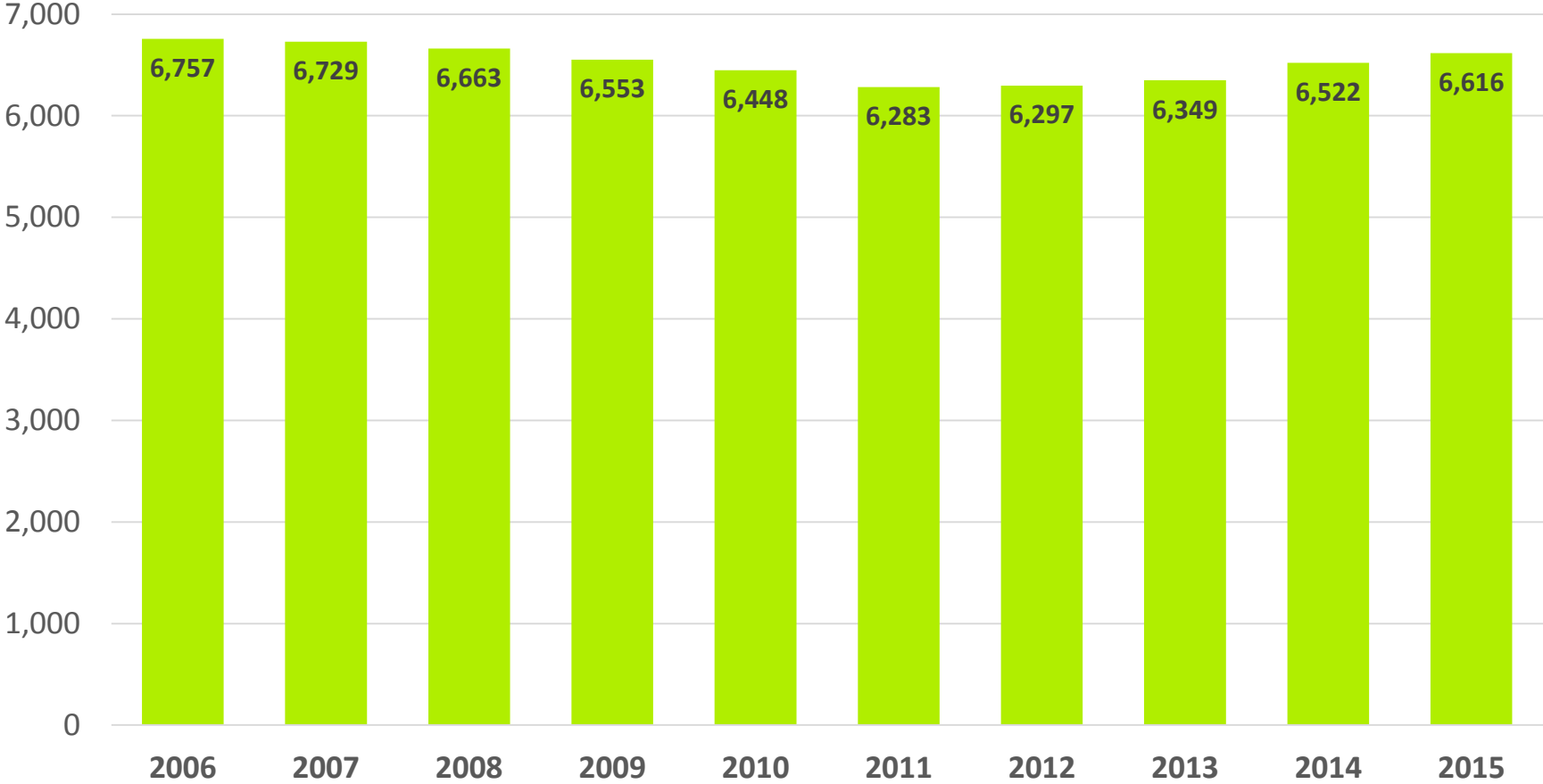
# Enrollment History

Ten Year Summary

1

# OCTOBER 1 ENROLLMENT SUMMARY

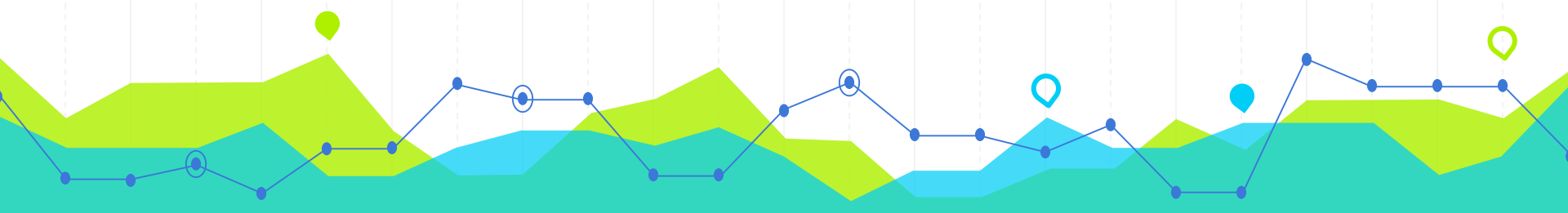
*(excludes Muddy Creek Charter School)*



# OCTOBER 1 ENROLLMENT SUMMARY

*(excludes Muddy Creek Charter School)*

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>K</b>	445	431	442	424	417	393	421	430	463	435
<b>1</b>	458	483	461	459	454	460	430	486	480	475
<b>2</b>	477	454	477	462	458	441	449	439	485	479
<b>3</b>	471	496	474	475	458	453	425	452	439	505
<b>4</b>	523	466	483	466	475	442	462	425	461	451
<b>5</b>	482	528	456	471	462	460	441	467	442	462
<b>6</b>	488	502	530	474	478	472	482	445	489	475
<b>7</b>	494	503	512	526	475	478	469	488	464	495
<b>8</b>	520	506	518	526	527	467	503	475	506	468
<b>9</b>	658	639	638	663	671	650	557	563	582	544
<b>10</b>	573	602	584	556	589	574	588	543	522	560
<b>11</b>	583	570	543	525	478	507	518	561	525	548
<b>12</b>	585	549	545	526	506	486	552	575	664	719
<b>TOTAL</b>	<b>6,757</b>	<b>6,729</b>	<b>6,663</b>	<b>6,553</b>	<b>6,448</b>	<b>6,283</b>	<b>6,297</b>	<b>6,349</b>	<b>6,522</b>	<b>6,616</b>
Change from PY	-24	-28	-66	-110	-105	-165	14	52	173	94
	-0.4%	-0.4%	-1.0%	-1.7%	-1.6%	-2.6%	0.2%	0.8%	2.7%	1.4%

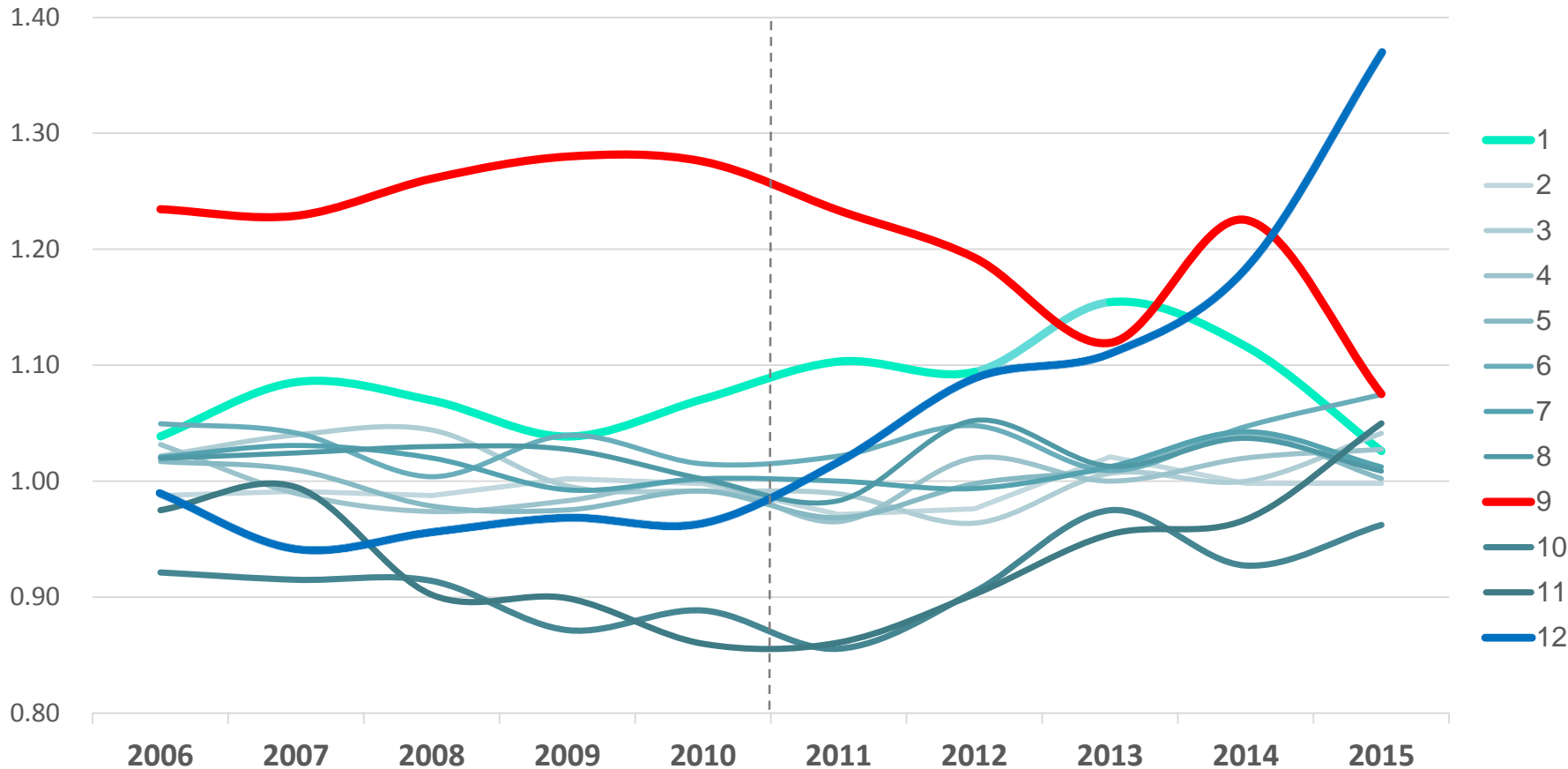


# COHORT SURVIVAL RATIOS

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Averages		
											10 Yr	5 Yr	3 Yr
<b>K</b>	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>1</b>	1.04	1.09	1.07	1.04	1.07	1.10	1.09	1.15	1.12	1.03	1.08	1.10	1.10
<b>2</b>	0.99	0.99	0.99	1.00	1.00	0.97	0.98	1.02	1.00	1.00	0.99	0.99	1.01
<b>3</b>	1.02	1.04	1.04	1.00	0.99	0.99	0.96	1.01	1.00	1.04	1.01	1.00	1.02
<b>4</b>	1.03	0.99	0.97	0.98	1.00	0.97	1.02	1.00	1.02	1.03	1.00	1.01	1.02
<b>5</b>	1.02	1.01	0.98	0.98	0.99	0.97	1.00	1.01	1.04	1.00	1.00	1.00	1.02
<b>6</b>	1.05	1.04	1.00	1.04	1.01	1.02	1.05	1.01	1.05	1.07	1.03	1.04	1.04
<b>7</b>	1.02	1.03	1.02	0.99	1.00	1.00	0.99	1.01	1.04	1.01	1.01	1.01	1.02
<b>8</b>	1.02	1.02	1.03	1.03	1.00	0.98	1.05	1.01	1.04	1.01	1.02	1.02	1.02
<b>9</b>	1.23	1.23	1.26	1.28	1.28	1.23	1.19	1.12	1.23	1.08	1.21	1.17	1.14
<b>10</b>	0.92	0.91	0.91	0.87	0.89	0.86	0.90	0.97	0.93	0.96	0.91	0.92	0.95
<b>11</b>	0.97	0.99	0.90	0.90	0.86	0.86	0.90	0.95	0.97	1.05	0.94	0.95	0.99
<b>12</b>	0.99	0.94	0.96	0.97	0.96	1.02	1.09	1.11	1.18	1.37	1.06	1.15	1.22



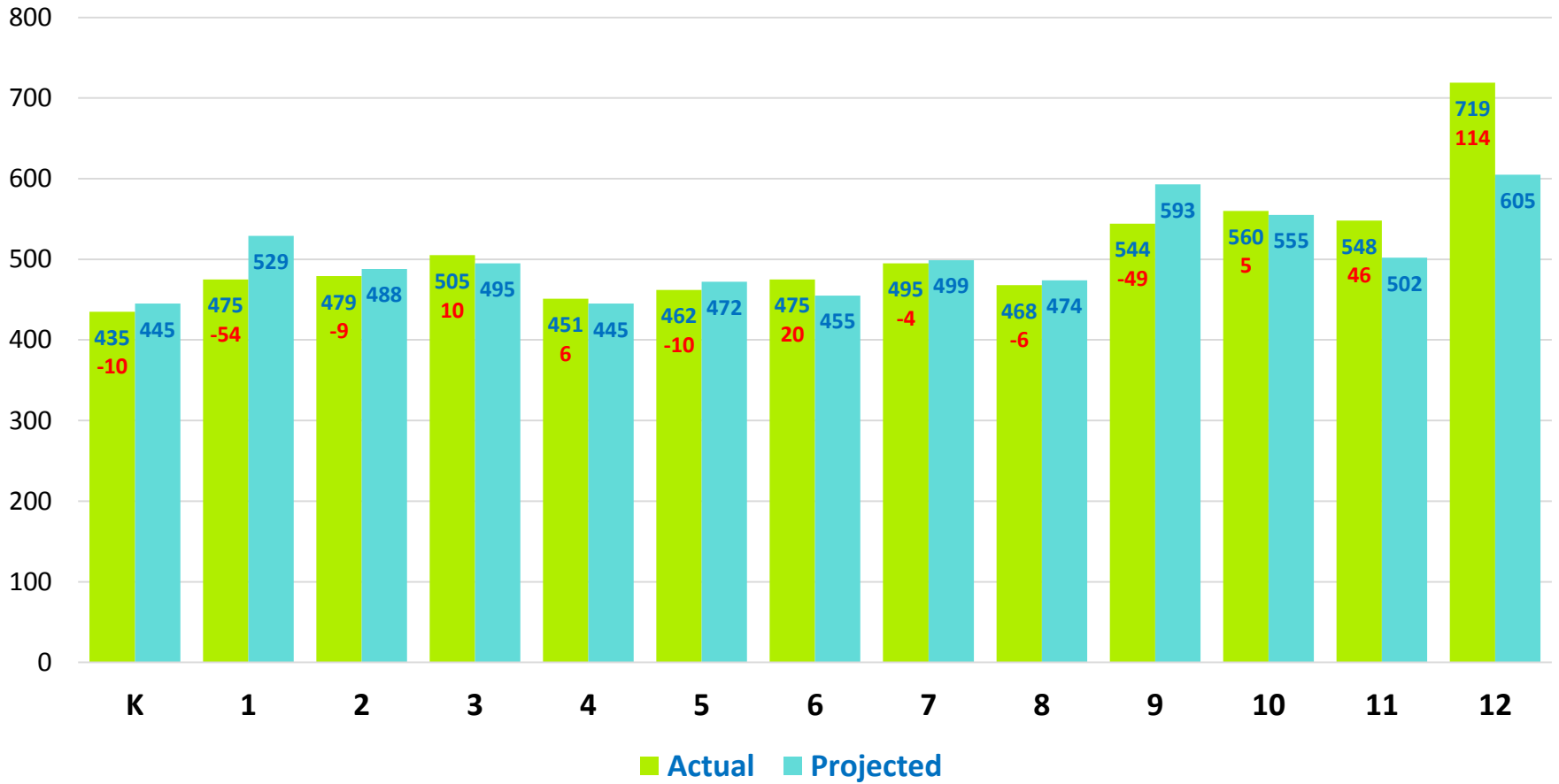
# COHORT SURVIVAL RATIOS





# ENROLLMENT ACTUAL VS. PROJECTED

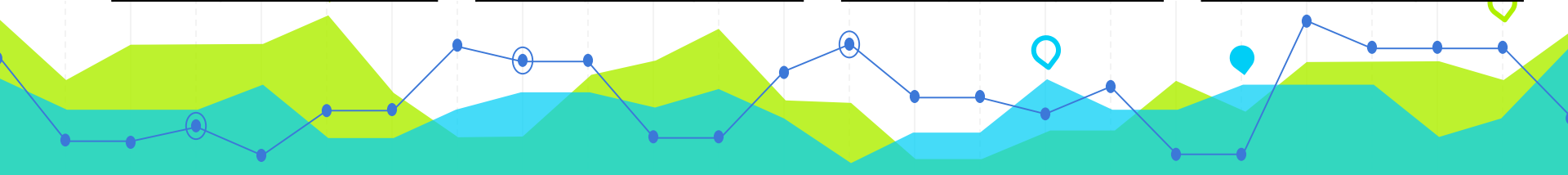
*(excludes Muddy Creek Charter School)*



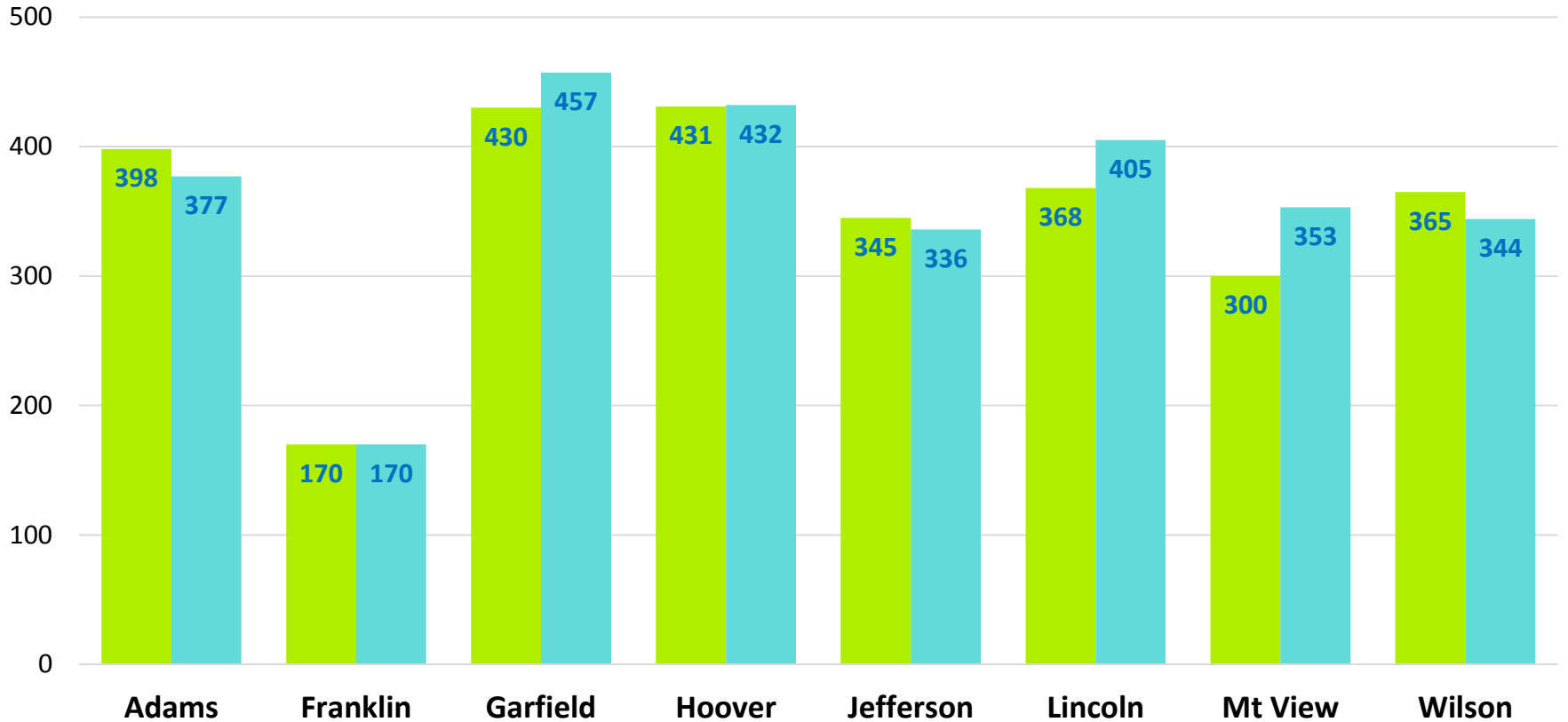
# ELEMENTARY ENROLLMENT ACTUAL VS. PROJECTED

ADAMS				FRANKLIN				GARFIELD				HOOVER			
	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference
K	53	58	-5	24	24	0	87	82	5	67	66	1	67	66	1
1	67	67	0	28	28	0	88	99	-11	61	72	-11	61	72	-11
2	63	59	4	28	28	0	67	74	-7	78	73	5	78	73	5
3	77	66	11	30	30	0	71	79	-8	68	65	3	68	65	3
4	64	55	9	30	30	0	51	52	-1	86	83	3	86	83	3
5	74	72	2	30	30	0	66	71	-5	71	73	-2	71	73	-2
<b>Total</b>	<b>398</b>	<b>377</b>	<b>21</b>	<b>170</b>	<b>170</b>	<b>0</b>	<b>430</b>	<b>457</b>	<b>-27</b>	<b>431</b>	<b>432</b>	<b>-1</b>	<b>431</b>	<b>432</b>	<b>-1</b>

JEFFERSON				LINCOLN				MT VIEW				WILSON			
	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference
K	50	42	8	61	63	-2	44	68	-24	49	42	7	49	42	7
1	47	50	-3	64	77	-13	65	84	-19	55	52	3	55	52	3
2	61	60	1	66	77	-11	50	53	-3	66	64	2	66	64	2
3	64	58	6	69	73	-4	43	49	-6	83	75	8	83	75	8
4	65	64	1	51	54	-3	50	52	-2	54	55	-1	54	55	-1
5	58	62	-4	57	61	-4	48	47	1	58	56	2	58	56	2
<b>Total</b>	<b>345</b>	<b>336</b>	<b>9</b>	<b>368</b>	<b>405</b>	<b>-37</b>	<b>300</b>	<b>353</b>	<b>-53</b>	<b>365</b>	<b>344</b>	<b>21</b>	<b>365</b>	<b>344</b>	<b>21</b>



# ELEMENTARY ENROLLMENT ACTUAL VS. PROJECTED



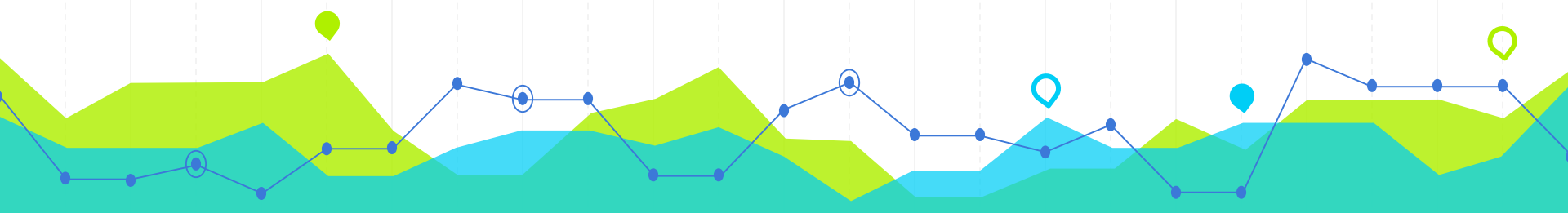
■ Actual ■ Projected



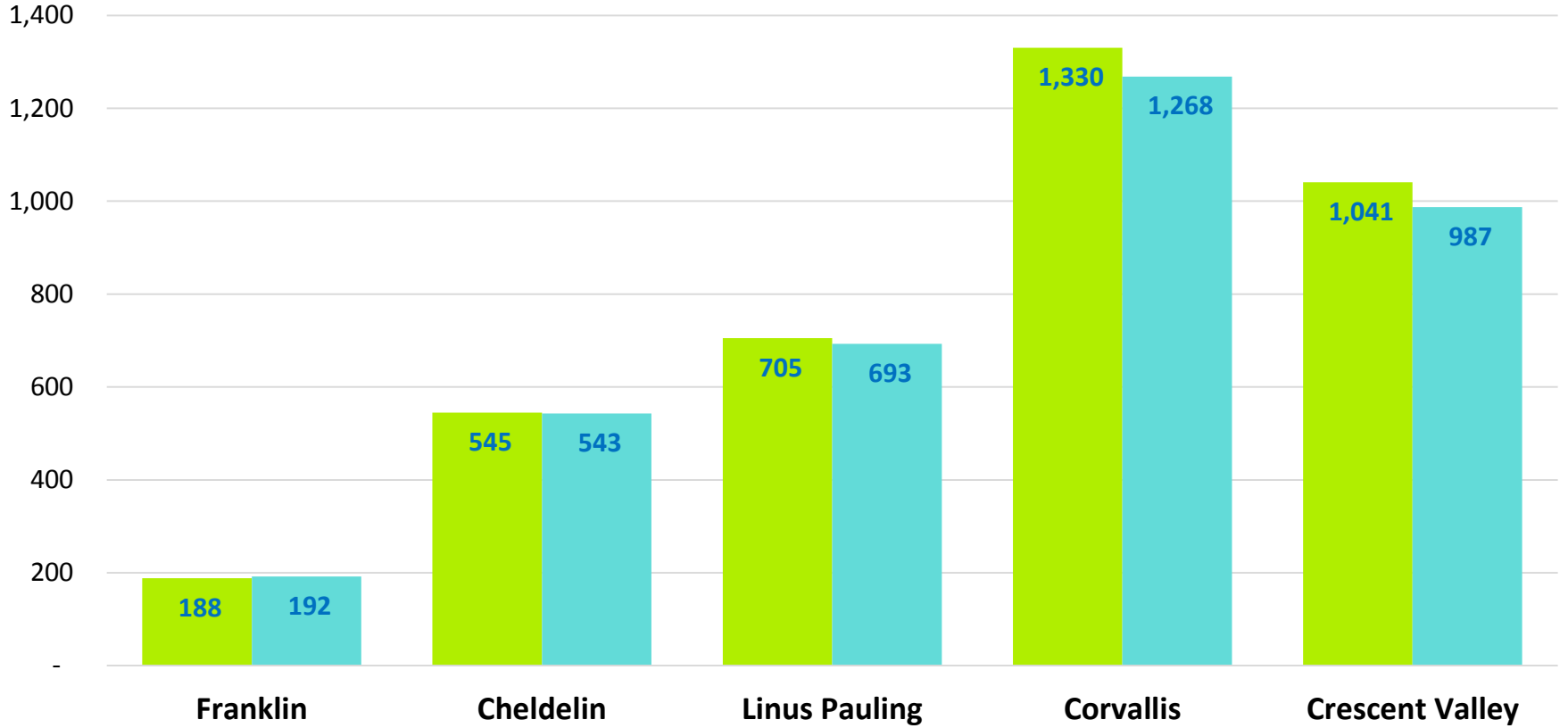
# SECONDARY ENROLLMENT ACTUAL VS. PROJECTED

FRANKLIN				CHELDELIN				LINUS PAULING			
	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference		
6	64	64	0	176	162	14	235	229	6		
7	65	64	1	188	192	-4	242	243	-1		
8	59	64	-5	181	189	-8	228	221	7		
<b>Total</b>	<b>192</b>	<b>188</b>	<b>-4</b>	<b>545</b>	<b>543</b>	<b>2</b>	<b>705</b>	<b>693</b>	<b>12</b>		

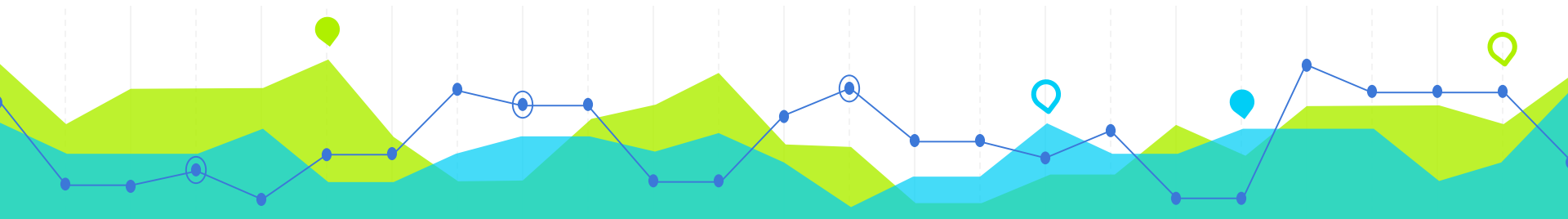
CORVALLIS				CRESCENT VALLEY			
	Actual	Projected	Difference	Actual	Projected	Difference	
9	296	359	-63	248	234	14	
10	312	291	21	248	264	-16	
11	302	286	16	246	216	30	
12	420	332	88	299	273	26	
<b>Total</b>	<b>1,330</b>	<b>1,268</b>	<b>62</b>	<b>1,041</b>	<b>987</b>	<b>54</b>	

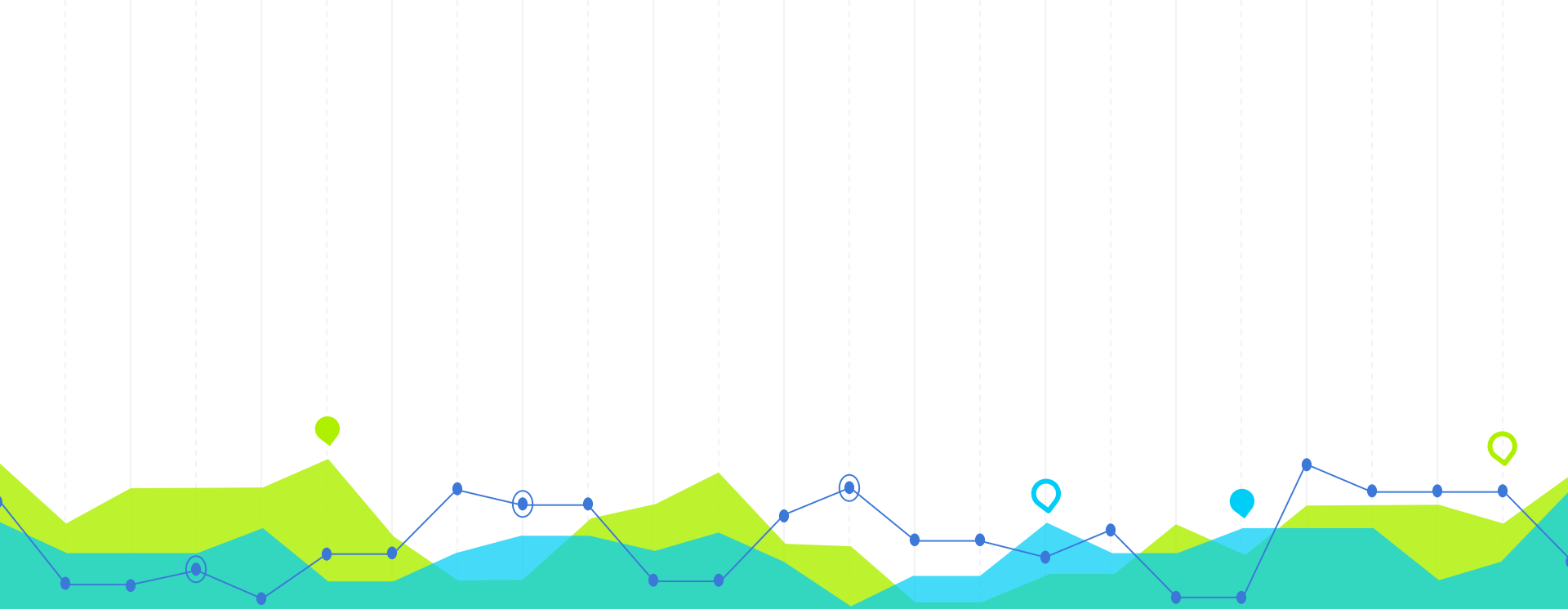


# SECONDARY ENROLLMENT ACTUAL VS. PROJECTED



Actual Projected



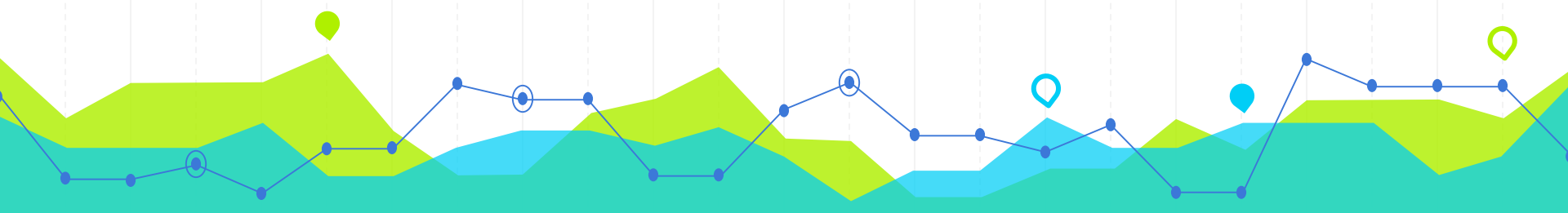
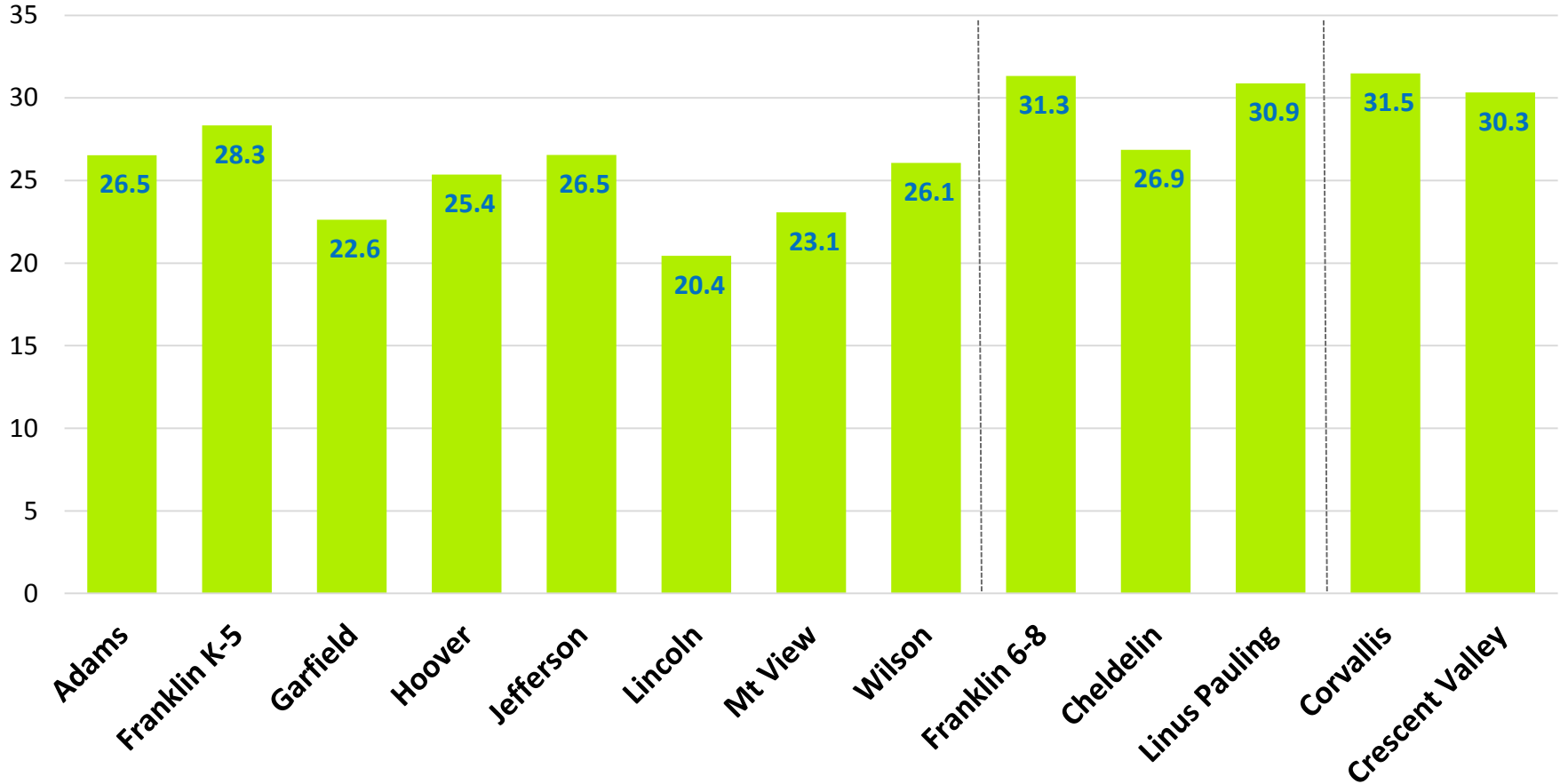


# Enrollment

## Student:Teacher Ratios

3

# AVERAGE STUDENT:TEACHER RATIOS

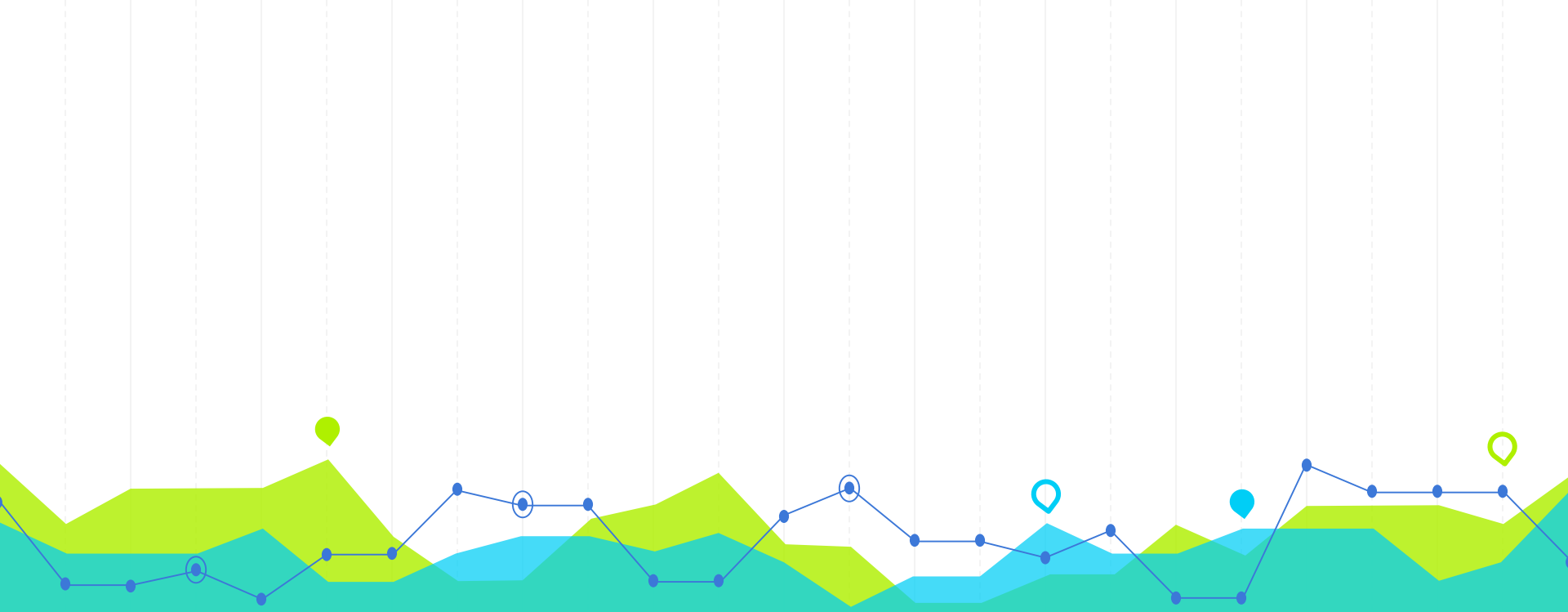


# ELEMENTARY STUDENT:TEACHER RATIOS

	ADAMS			FRANKLIN			GARFIELD			HOOVER		
	Students	FTE	Ratio	Students	FTE	Ratio	Students	FTE	Ratio	Students	FTE	Ratio
K	53	2.0	26.5	24	1.0	24.0	87	4.0	21.8	67	3.0	22.3
1	67	3.0	22.3	28	1.0	28.0	88	4.0	22.0	61	3.0	20.3
2	63	2.5	25.2	28	1.0	28.0	67	3.0	22.3	78	3.0	26.0
3	77	2.5	30.8	30	1.0	30.0	71	3.0	23.7	68	2.5	27.2
4	64	2.5	25.6	30	1.0	30.0	51	2.0	25.5	86	3.0	28.7
5	74	2.5	29.6	30	1.0	30.0	66	3.0	22.0	71	2.5	28.4
<b>Total</b>	<b>398</b>	<b>15.0</b>	<b>26.5</b>	<b>170</b>	<b>6.0</b>	<b>28.3</b>	<b>430</b>	<b>19.0</b>	<b>22.6</b>	<b>431</b>	<b>17.0</b>	<b>25.4</b>

	JEFFERSON			LINCOLN			MT VIEW			WILSON		
	Students	FTE	Ratio	Students	FTE	Ratio	Students	FTE	Ratio	Students	FTE	Ratio
K	50	2.0	25.0	61	3.0	20.3	44	2.0	22.0	49	2.0	24.5
1	47	2.0	23.5	64	3.0	21.3	65	3.0	21.7	55	2.5	22.0
2	61	2.0	30.5	66	3.0	22.0	50	2.0	25.0	66	2.5	26.4
3	64	2.0	32.0	69	3.0	23.0	43	2.0	21.5	83	3.0	27.7
4	65	3.0	21.7	51	3.0	17.0	50	2.0	25.0	54	2.0	27.0
5	58	2.0	29.0	57	3.0	19.0	48	2.0	24.0	58	2.0	29.0
<b>Total</b>	<b>345</b>	<b>13.0</b>	<b>26.5</b>	<b>368</b>	<b>18.0</b>	<b>20.4</b>	<b>300</b>	<b>13.0</b>	<b>23.1</b>	<b>365</b>	<b>14.0</b>	<b>26.1</b>





# Enrollment Summary

4



**6,616 students**  
total enrollment

**+94 +1.4%**  
compared to last year

**+59 +0.9%**  
above projected



# Corvallis

SCHOOL DISTRICT

## VI.E. Preparation for School Improvement Plan Presentations

*Corvallis School District*

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# School Improvement Planning (SIP)

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# Principals as Instructional Leaders

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**The role of the principal is cited as a primary lever for improving student learning....second only to quality teaching.**

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# What is Instructional Leadership?

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**Prioritize improvement of teaching and learning first!**

❖ Instructional Leadership Includes:

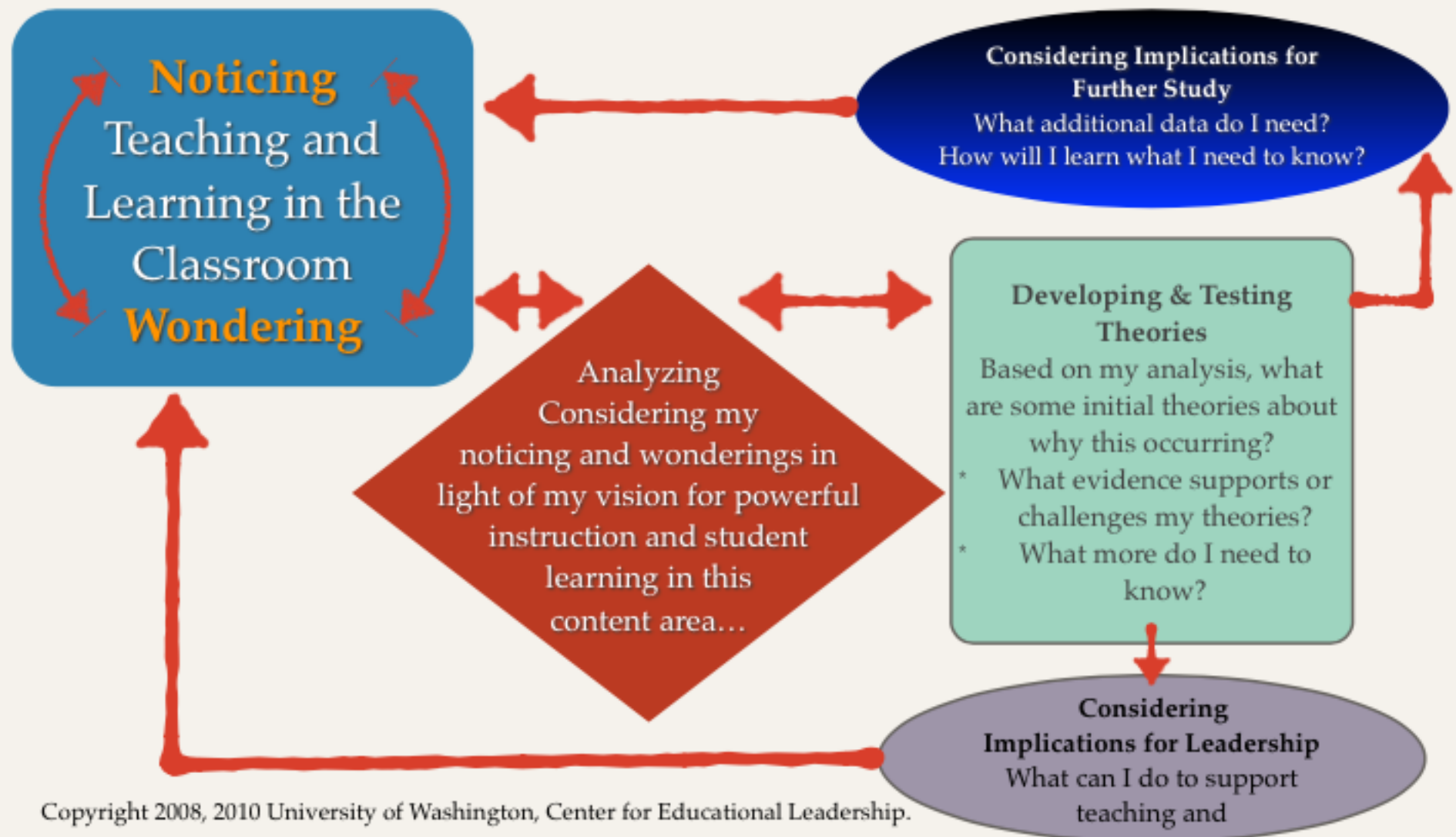
❖ Coaching Teachers

❖ Providing meaningful and relevant professional development

❖ Skilled and rigorous performance evaluation

**All while creating a culture of high expectations of academic success for all students, especially those from underserved groups.**

# Habits of Thinking for Instructional Leadership



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# Three Critical Action Areas for Supporting Principals

---

- 1. A Shared Vision of Principals as Instructional Leaders**
  - ❖ What should principals be doing on a day-to-day basis?
- 2. A System of Support for Developing Principals as Instructional Leaders**
  - ❖ Cycle of Inquiry
  - ❖ Principal / Supervisor / DO Support Coaching Sessions
  - ❖ District Reflective Inquiry Sessions

---

# Three Critical Action Areas for Supporting Principals

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- 3. Making it possible for principals to be instructional leaders.**
  - ❖ How can we reduce demands that take the principal away from instructional leadership?
  - ❖ How do we develop teacher leaders to support and share instructional leadership responsibilities?

---

# School Action Plans

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- ❖ Demographic Information
- ❖ Results from 2014-15 SIP
- ❖ Cycle of Inquiry
  - ❖ Focused
- ❖ Four Quadrants for Action

*Corvallis School District*

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# Cycle of Inquiry

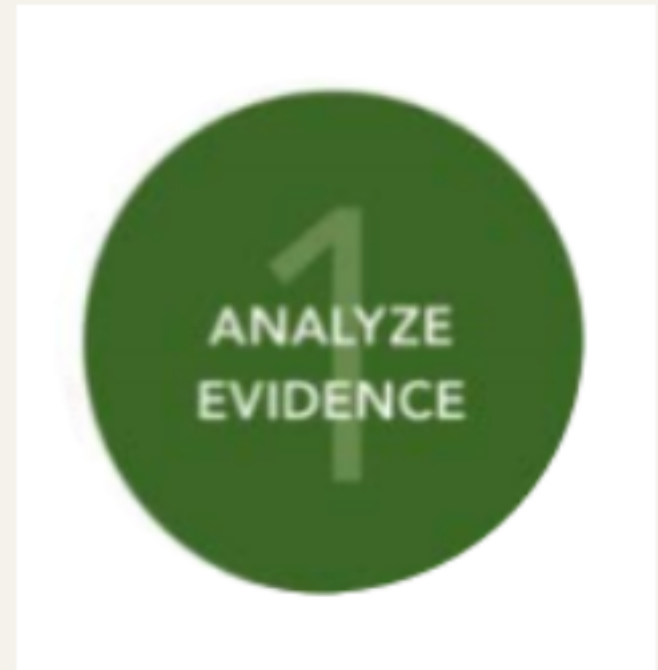
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# Analyze Evidence

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- ❖ Gather and analyze evidence to identify student learning problems.
- ❖ Critical Questions:
  - ❖ What are some concerns about student learning?
  - ❖ What evidence supports these concerns?
  - ❖ What strengths are there to build upon?
- ❖ Prioritize



---

# Determine A Focus

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- ❖ Teachers and leaders analyze evidence to identify an instructional area of focus.
- ❖ Critical Questions: “Teacher Problem of Practice”
  - ❖ What are of teaching practice might make a difference with the identified problem of student learning?
  - ❖ What is the evidence of success and how will it be measured?



---

# Determine A Focus

---

- ❖ What is the principal area of focus for this cycle of inquiry?
- ❖ Critical Questions:
  - ❖ What area of instructional leadership practice might make a difference?
  - ❖ What is the evidence of success?
  - ❖ How will the evidence be measured?



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# Develop Your Theory-of-Action

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**If the principal...**

**Then the teachers will be able to...**

**So that students will be able to...**

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# Implement & Support

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Principal and principal supervisor engage in a series of learning sessions centered on the principal's area of focus.



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# Analyze Impact

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- ❖ Teachers and leaders analyze the results of the instructional inquiry cycle and reflect on the process and new learning.
- ❖ Prepare a written analysis for reflection and feedback.
  - ❖ What is the evidence of improved student learning?
  - ❖ What is the evidence of improved teacher practice?
  - ❖ What is the evidence of change with instructional leadership practice?



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# District Reflective Inquiry Sessions

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- ❖ Present your progress on your Cycle of Inquiry to District Office support team.
- ❖ Four (4) times per year
  - ❖ August or September
  - ❖ November or December
  - ❖ January or February
  - ❖ April or May
- ❖ CHS Feeder Board Presentation - October 20 4:45 p.m. @ WVC
- ❖ CVHS Feeder Board Presentation - November 23 4:45 p.m. @ WVC

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# Four Quadrants for Action

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- 1. Academics**
- 2. Equity**
- 3. School Environment & Culture**
- 4. Parents & Community**

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# Four Quadrants for Action

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1. What is your commitment to each quadrant?
2. What Issue(s) are you trying to address through your key actions?
3. What are the “Key Actions” is the school committed to working on in each quadrant?

(Academics, Equity, School Environment & Culture, Parents & Community)



**Questions**



# Corvallis

SCHOOL DISTRICT

VII. EQUITY GUIDING PRINCIPLES

VIII. CONSOLIDATED ACTION

VIII.A. Minutes

VIII.A.1. September 14, 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 6:35 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 Bill Kemper Alexis McQuillan Chris Rochester, Chair Tom Sauret, Vice Chair	Dr. Erin Prince, Superintendent Jennifer Duvall, Human Resources Director Ryan Noss, Student Services Director Olivia Meyers Buch, Finance and Operations Director

A quorum was present and due notice had been published.

**II. PLEDGE OF ALLEGIANCE**

Chair Rochester led the Pledge of Allegiance.

**III. COMMITTEE/BOARD MEMBER ITEMS**

**A. Board Member Comments**

Board members shared highlights of their recent activities.

**B. Superintendent's Evaluation**

Chair Rochester read aloud a summary of Dr. Prince's 2014-15 performance evaluation:

There is cognitive dissonance between how Corvallis thinks about the school district, and what the district really is. The real Corvallis School District (CSD) is much more diverse than most people realize. The real CSD has experienced a rapid increase in the number of students living in poverty and homelessness, exceeding 40% in low income and nearly 200 homeless by the 2014-15 school

year. The real CSD includes dozens of languages and cultures other than English and American. The real CSD includes significant Latino and special education groups. Looked at horizon to horizon, the CSD manages a student population that is increasingly diverse, racially and economically, within a financial environment that shows no signs of significant improvement in the foreseeable future.

The school district that Dr. Prince received in July 2011 operated in a different way. There were 13 schools that operated independently. Resources were for the most part apportioned equally among them, educational decisions were decentralized, and the prevailing philosophy was that site-based authority led to optimal outcomes. The problem was that for too many students it led the other direction.

From the beginning of her tenure, Dr. Prince was determined to change this philosophy. Bringing her experience as a teacher and school district executive, her formidable intellect, her gift for strategic thinking, and her passion, she started to change the culture of the district. Drawing on her astute personnel management, her constitutional intolerance of complacency, and her willingness to take risks, she launched a plan to destabilize the district in order to move it forward. The changes that Dr. Prince began four years ago generated their most significant results this school year, and it is fair to say that this has been her most successful year.

In place of the previous philosophy of site-based decisions and equal site funding, Dr. Prince moved our schools toward educational alignment. She moved the district to equitable resource allocation. Resources went where most needed. She seized all available data and poured resources into targeted student by student support.

The results were encouraging. Almost all groups of students showed academic growth. The district made a breakthrough on high school graduation rates, which jumped from 72% to 84% (they had stalled at just 68% in 2010-11). Beyond numbers, there has been a cultural change in the district. Schools talk to each other; teachers and administrators reach across formerly impermeable boundaries. Instead of an archipelago of 13 isolated islands, the CSD is one district with 13 schools bridged together.

Here are five examples of Dr. Prince's leadership this year:

- Dr. Prince continued her determined effort to improve our special education program. This is never easy, but when she started four years ago, our special education program was a shambles. This year, she recognized the need for more expertise and brought in a strong professional special education manager.
- She organized a Latino community evening conducted entirely in Spanish, which was well attended and much appreciated.
- She demonstrated unfailing pragmatism as the leader of our labor negotiation teams, and achieved multi-year contracts with both associations.
- She showed courage when required to make unforeseen leadership changes at two schools.
- She moved educational equity to the top of the agenda.

Equity has always been a priority for Dr. Prince. Equity has framed every decision. But this year she began to take action to remove barriers to achievement, access, and participation. Some of our schools are much less diverse than others. Some of our schools have an extremely high concentration of poverty or affluence. One of our schools has no public transportation. Participation in extracurricular activities can be prevented by fees. Dr. Prince frames all of her decisions with the question, "Is this equitable?" Throughout this year, she has led district staff to think the same way. This work will continue next year. The point of this focus on equity is to remove barriers to student achievement. Some of these barriers are obvious; others are subtler.

Dr. Prince is moving the district in the right direction. Her ethical standards are exemplary. Her relationship with the board of directors is excellent. She somehow finds time and energy to be an eloquent advocate for education in state, regional, and national fora. The outstanding example of this advocacy was her vigorous lobbying to protect 5<sup>th</sup> year programs, which are a lifeline for many of our students, including a significant number of students who will be the first in their families to go to college.

For four years, Dr. Prince has combatted complacency in the district, transformed the governing and resource allocation structures, tirelessly advocated for fairness, for inclusion, and for never giving up on a single child. She has managed when management enough, and led when leadership was urgently required. She never avoided a difficult decision. She gives us the benefit of a distinguished intellect, compassion, and vision over the horizon of circumstance and habit.

The Corvallis School District has made progress during Dr. Prince's four years. Compared to 2011, the CSD is more dynamic, more effective in matching resources with needs, more realistic about its deficiencies, and less tolerant of mediocre outcomes.

There remains much to do. We have groups of students whose achievement is unsatisfactory. Our English language learners require us to innovate. Special Education is better but not satisfactory. Our schools are too divided economically and socially. Our facilities are aging. We also must contend with external costs and complications. Our 5<sup>th</sup> year program is vulnerable. Common Core standards and the Smarter Balanced Assessment – in fact, standards, accountability, and assessment of any kind – have been politicized. The pressure of demographics on public budgets will become increasingly severe. The Oregon tax structure virtually guarantees that our resources will continue to fall far short of our educational needs. A school district imports what is best and worst in American society, but it cannot make excuses for unacceptable educational results.

Dr. Prince will, we have no doubt, lead the Corvallis School District through and beyond these complexities. Thank you for your dedication to our 790 employees and our 6,600 students, and for a job very well done in 2014-15.

#### **IV. SUPERINTENDENT'S REPORT**

##### **A. Update on the Beginning of the School Year**

Dr. Prince offered highlights from the beginning of the new academic year.

#### **V. STAFF AND PUBLIC TESTIMONY**

Lisa Pierson, 2397 NW Kings Boulevard, Corvallis, said there aren't enough counselors in the district and the relatively small number of contract days counselors are allowed to work is detrimental to student welfare. She said this is the only district she knows of in which counselors leave on the last day of school and don't return until the first day of school; when a counselor is absent, there is no way for someone to substitute for him/her. She opined that counselors are overloaded and that they are the hardest working people in the school district. Additionally, Ms. Pierson criticized the duration of time allotted per person for public testimony at board meetings, saying that it is not a very parent friendly way of interacting with those who have an interest in the way the district runs.

## VI. ENROLLMENT UPDATE

Finance and Operations Director Olivia Meyers Buch led a brief review of a summary report regarding the first day of school enrollment. She pointed out that enrollment numbers continue to change. Ms. Meyers Buch and Dr. Prince responded to questions from board members.

## VII. RESOLUTION NO. 15-0901 SUPPLEMENTAL BUDGET (LESS THAN 10%) FOR FUND 100 – GENERAL FUND – INCREASE APPROPRIATIONS FOR INSTRUCTION AND SUPPORT SERVICES

Chair Rochester offered a few introductory remarks, including:

- Dr. Prince and I started talking last school year about possible ways to give additional administrative support to Lincoln and Garfield Elementary Schools.
- As board members visited these schools we became increasingly aware that these schools are more complex.
- It's an equity issue in large part to give targeted administrative support to the Lincoln and Garfield principals so they can do what they do best: be educational leaders.
- We are not assuming that this'll become perennial or permanent but we feel it's important to give additional support to these two schools as soon as possible.

Ms. Meyers Buch led review of the resolution and noted that Lincoln and Garfield, which are dual language immersion schools, experience a different set of operational challenges than a typical elementary school. Targeted areas for the additional funding include behavior support, technology support, assessment and testing support, and communication support.

Chair Rochester pointed out that the targeted areas for support were identified as the highest priorities from the schools' principals. He stressed that he doesn't want to imply that our other schools are easy to run or that they run themselves but we are trying to put resources where they are most needed.

### **MOTION:**

**It was moved by Vice Chair Sauret and seconded by Director Ball to approve Resolution 15-0901 to increase resources and expenditure appropriations, in Fund 100 – General Fund in accordance with ORS 294.471. The motion was voted on and unanimously approved.**

### **VIII. PRELIMINARY COMMUNICATION PLAN FOR 509J**

Communications Coordinator Brenda Downum-VanDevelder gave a PowerPoint presentation and led review of the preliminary communications plan. (Both documents will be filed with the minutes of this meeting.)

Topics covered included:

- 2015-16 Goals.
- Target Audience.
- Key Messages.
- 2015-16 Projects: Outreach; Visual Identity; and, Internal Communications.
- Current Communication Channels.
- 2015-16 Evaluation Metrics.

Board member comments included:

- Make sure we don't miss some of the families who don't have access to electronics, as well as those people who only have smart phone access.
- I was happy to see this plan. It's basic, working on infrastructure, it's achievable and you're leveraging strengths.
- We want to get out into schools to hold some of our meetings.
- I'm glad to see the templates and common structures for web sites.
- We don't want your job description to default to web site manager but we will do all we can to improve our websites at the district and all of our schools.
- Templates are not magic bullets but they help; they are for our customers.
- I'm glad you're doing the work you are on websites; I heard from the community that one of the schools has rolled out a new website but with old information.

### **IX. SELECTION OF INTERIM SCHOOL BOARD MEMBER**

#### **A. Applicant Presentations**

There were five applicants for one interim board member position: Max Ahmad, Jim McCullough, Josh Fryman, Sami Al-AbdRabbuh, and Scott Newsham. Each applicant had five minutes to present answers to questions they had received prior to the meeting.

#### **B. Board Deliberation and Vote**

Chair Rochester noted that by law the board must deliberate and vote in the public meeting. Board members narrowed their selections until two candidates remained for consideration: Jim McCullough and Scott Newsham. Board members asked questions of the finalists, then held their final discussion regarding the merits of the applicants.

**MOTION:**

**It was moved by Vice Chair Sauret and seconded by Director Kemper that Scott Newsham be appointed to vacant position #6 of the Corvallis School District Board of Directors, effective after the end of the September 14, 2015 meeting through June 30, 2017. The motion was voted on and passed unanimously.**

**X. SWEAR IN INTERIM BOARD MEMBER**

Chair Rochester administered the Oath of Office to Scott Newsham.

**XI. CONSOLIDATED ACTION**

**MOTION:**

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

The following items were approved.

- A. Minutes – August 17, 2015**
- B. Licensed Personnel Recommendations**

**Recommendation to Hire:**

- Yolanda Alvarez Granda: Spanish and Language Arts Teacher, 1.0 FTE, Linus Pauling Middle School, effective September 1, 2015 (Temporary)
- Phillip Burnett: Fifth Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective September 1, 2015 (Probationary)
- Sergio Cano Soto: Spanish and Language Arts Teacher, 1.0 FTE, Linus Pauling Middle School, effective September 1, 2015 (Temporary)
- Karilea Landolt: Third Grade Teacher, 1.0 FTE, Wilson Elementary School, effective September 1, 2015 (Temporary)
- Charis Martin: Fifth Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective September 16, 2015 (Temporary)
- Kimberly Meyers: First Grade Teacher, 1.0 FTE, Garfield Elementary School, effective September 1, 2015 (Probationary)

**Termination/Resignation/Layoff/Retirement:**

- Yolanda Alvarez Granda: Spanish and Language Arts Teacher, 1.0 FTE, Linus Pauling Middle School, effective September 8, 2015 (Resignation)

## **XII. CONSOLIDATED INFORMATION**

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

#### Recommendation to Hire:

- Arely Acosta Santana: Educational Assistant 2/Bilingual, 6.5 hrs, Lincoln Elementary School, effective September 1, 2015 (Probationary)
- Jennifer Adler: Educational Assistant 2, 4.75 hrs, Hoover Elementary School, effective September 1, 2015 (Probationary)
- April Aguirre: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective September 9, 2015 (Probationary)
- Virginia Alvarez: Educational Assistant 2, 4.5 hrs, Lincoln Elementary School, effective September 1, 2015 (Probationary)
- Bonnie Arning: Educational Assistant 2/ELL, 6.5 hrs, Corvallis High School, effective September 1, 2015 (Probationary)
- Bernadette Brew: Educational Assistant 2/LRC, 6 hrs, Adams Elementary School, effective September 1, 2015 (Probationary)
- Maxwell Bruch: Educational Assistant 2/ELL, 7 hrs, Lincoln Elementary School, effective September 1, 2015 (Probationary)
- Amanda Bustos: Educational Assistant 2/ELL, 4.8 hrs, Linus Pauling Middle School, effective September 1, 2015 (Probationary)
- Jinsook Choi: Food Service Assistant, 3.25 hrs, Cheldelin Middle School, effective September 9, 2015 (Probationary)
- Erika Cook: Administrative Assistant 3/OA, 8 hrs, Cheldelin Middle School, effective August 31, 2015 (Limited Term)
- Erika Cooley: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective September 1, 2015 (Probationary)
- William Cushman: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective September 1, 2015 (Probationary)
- Kristi Dunn: Athletic Trainer, 1.0 FTE, Crescent Valley High School, effective August 12, 2015 (Probationary)
- Casandra Dye: Educational Assistant 2/LRC, 6.5 hrs, Linus Pauling Middle School, effective September 1, 2015 (Probationary)
- Kathrine Ferrick: Food Service Assistant, 2 hrs, Central Kitchen, effective September 9, 2015 (Probationary)
- Bernadette Gilpin: Technology Computer Lab Assistant 2, 6.5 hrs, Lincoln Elementary School, effective September 3, 2015 (Probationary)
- Lisa Haag: Educational Assistant 2/LRC, 6 hrs, Mt. View Elementary School, effective September 1, 2015 (Probationary)
- Brenda Harvey: Educational Assistant 2, 5.25 hrs, Wilson Elementary School, effective September 1, 2015 (Probationary)
- Hannah Haun: Educational Assistant 2/LRC, 6.5 hrs, Linus Pauling Middle School, effective September 1, 2015 (Probationary)
- Melissa Johnson: Food Service Assistant, 4 hrs, Central Kitchen, effective September 9, 2015 (Probationary)
- Ashley Jones: Educational Assistant 2 and Assessment Technician, 5 hrs, Mt. View Elementary School, effective September 1, 2015 (Probationary)
- Kathi King Horne: Technology Computer Lab Assistant 2, 5 hrs, Wilson Elementary School, effective August 31, 2015 (Probationary)
- Susan Mulkey: Educational Assistant 2, 6.5 hrs, Cheldelin Middle School, effective September 1, 2015

(Probationary)

- An Nguyen: Food Service Assistant, 4 hrs, Central Kitchen, effective September 9, 2015 (Probationary)
- Ethan Novak: Maintenance 1, 8 hrs, Garfield and Wilson Elementary Schools, effective August 24, 2015 (Probationary)
- Lorenza Tena-Encarnacion: Educational Assistant 2/LRC, 6.5 hrs, Lincoln Elementary School, effective September 1, 2015 (Probationary)
- Hattie Woods: Technology Computer Lab Assistant 2, 3.5 hrs, Jefferson Elementary School, effective September 1, 2015 (Probationary)

Termination/Resignation/Layoff/Retirement:

- Heidi Blankenship: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective September 25, 2015 (Resignation)
- Rachel Ebert: Food Service Assistant, 4 hrs, Central Kitchen, effective July 30, 2015 (Resignation)
- Chelsea Gill: Educational Assistant 2, 5 hrs, Hoover Elementary School, effective August 13, 2015 (Resignation)
- Kyle Higgins: Technology Computer Lab Assistant 2, 6.5 hrs, Corvallis High School, effective August 24, 2015 (Resignation)
- Deanna Lungren: Food Service Assistant, 6.25 hrs, Corvallis High School, effective August 19, 2015 (Resignation)
- Sarah Peterson: Food Service Assistant, 5.25 hrs, Linus Pauling Middle School, effective August 19, 2015 (Resignation)
- Izza Porter Cepeda: Educational Assistant 2, 6.5 hrs, Linus Pauling Middle School, effective August 5, 2015 (Resignation)
- Susie Routes: Educational Assistant 2, 6.5 hrs, Cheldelin Middle School, effective August 14, 2015 (Resignation)
- Elenda Valdes-Chavarria: Educational Assistant 2, 4 hrs, Garfield Elementary School, effective September 1, 2015 (Resignation)

### **XIII. 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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**Corvallis**  
SCHOOL DISTRICT

VIII.B. Licensed Personnel Recommendations

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE: October 5, 2015**

**FOR ACTION**

**SUBJECT: Licensed Personnel Action**

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1. Issue: Information on licensed personnel recommendations

a. Recommendation to Hire:

Isela Arevalo: Second Grade Teacher-Bilingual, 0.50 FTE, Lincoln Elementary School, effective September 16, 2015 (Temporary)

Claudia Costagliola: Spanish Teacher, 1.0 FTE, Crescent Valley High School, effective September 22, 2015 (Temporary)

Shikira Lockette: Counselor, 0.50 FTE, Franklin School and Hoover Elementary School, effective September 21, 2015 (Temporary)

Nancy Morales Mendes: Second Grade Teacher-Bilingual, 0.50 FTE, Lincoln Elementary School, effective September 29, 2015 (Temporary)

Carie Roberts: Art Teacher, 0.40 FTE, Hoover Elementary School, effective September 28, 2015 (Temporary)

Sadie Tempel: Art Teacher, 0.20 FTE, Jefferson Elementary School, effective September 28, 2015 (Temporary)

Breeanne Wyatt: Fourth Grade Teacher, 0.50 FTE, Hoover Elementary School, effective September 16, 2015 (Temporary)

**ACTION REQUESTED:** Approve recommendations.

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**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information

Corvallis School District 509J

Board of Directors

**BOARD MEETING DATE: October 5, 2015**

**FOR INFORMATION ONLY**

**SUBJECT: Non-licensed Personnel Information**

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1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Lauren Adkisson: Educational Assistant 2/ELL, 3.45 hrs, Garfield Elementary School, effective September 9, 2015 (Probationary)

Amber Anderson: Educational Assistant 2, 0.80 hrs, Cheldelin Middle School, effective September 9, 2015 (Probationary)

Brian Correll: Food Service Assistant, 5 hrs, Corvallis High School, effective September 24, 2015 (Probationary)

Jesse Foster: Maintenance 1, 8 hrs, Corvallis High School, effective September 11, 2015 (Probationary)

David Harner: Maintenance 1, 8 hrs, Hoover and Lincoln Elementary Schools, effective September 11, 2015 (Probationary)

Rebecca Hillstrom: Educational Assistant 2/ELL, 2.3 hrs, Garfield Elementary School, effective September 21, 2015 (Probationary)

Vernon Jennings: Maintenance 1, 8 hrs, Mt. View Elementary School and Linus Pauling Middle School, effective October 1, 2015 (Probationary)

Vladimir Lexa: Maintenance 2, 8 hrs, District Office/Facilities and Maintenance Department, effective September 1, 2015 (Probationary)

Christy Toliver: Assessment Technician, 6.5 hrs, Garfield Elementary School, effective September 1, 2015 (Probationary)

Natalie Werst: Educational Assistant 2, 0.80 hrs, Cheldelin Middle School, effective September 25, 2015 (Probationary)

Erika Zendejas: Food Service Assistant, 3 hrs, Central Kitchen, effective September 24, 2015 (Probationary)

b. Termination/Resignation/Layoff/Retirement:

Stefanie Breder-Albright: Educational Assistant 2, 2 hrs, Corvallis High School, effective September 21, 2015 (Resignation)

Mike Dempsey: Campus Steward 1, 8 hrs, Garfield Elementary School, effective September 25, 2015 (Resignation)

Sisavath Virasak: Technology Computer Lab Assistant 2, 6 hrs, Crescent Valley High School, effective September 11, 2015 (Resignation)

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**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

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

**BOARD MEETING DATE:** October 5, 2015

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

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The Statement of Revenues and Expenditures for the period ending August 31, 2014 and 2015 follow this report. Year to date revenues through the end of August 2015 total \$7.6 million or 12.6% of total budgeted revenue as compared to \$6.9 million or 12.3% through the end of August 2014.

General Fund expenditures through August 2015 are up \$0.5 million as compared to the prior year. The bulk of the increase has come in the form of maintenance costs (\$118,327); summer transportation (\$87,568); software (\$46,932); and liability insurance (\$47,500). The District also issued a lump sum payment to the Corvallis Public Schools Foundation instead of monthly payments as had done in prior years. Contracted payroll increases account for the majority of the balance of increase.

The beginning fund balance reflects an increase of \$2.9 million over the planned budget of \$5.4 million. A small portion of the difference (\$252,268) was appropriated by the board on September 14, 2015; the remainder will be appropriated at a future board meeting. Overall, actual revenues in 2014-2015 were 104.4% of budget while actual expenditures were 99.8% of budget. A significant portion of the additional revenue was due to an increase in state school fund receipts.

2014-15 financial records are in process of being closed and staff are preparing schedules in anticipation of the annual fall visit from the auditors. The auditors are scheduled to begin fieldwork on October 21st. Please contact me with questions or if you would like additional information.

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**Presenter:** Olivia Meyers Buch, Director of Finance and Operations

**Supplementary Materials:**

- 1. Statement of Revenue and Expenditures as of August 31, 2014 and 2015**
- 2. Schedule of Investments as of August 31, 2015**
- 3. Schedules of Cash Disbursements greater than or equal to \$1,000 for the period of July 1 - August 31, 2014.**

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

**General Fund**

	FY2014-15			FY2015-16		
	Budget	Actual		Budget	Actual	
<b>Revenues:</b>						
Local Sources						
Property Taxes	\$ 23,137,983	\$ -	-	\$ 24,546,950	\$ -	-
Local Option Taxes	3,756,650	-	-	3,841,800	-	-
Earnings on Investments	100,000	11,364	11.4%	100,000	11,324	11.3%
Other	445,000	2,854	0.6%	520,000	2,102	0.4%
Intermediate Sources	260,000	-	-	260,000	-	-
State Sources						
General Support	28,185,108	6,946,843	24.6%	30,315,280	7,560,049	24.9%
State School Fund - Subaccount	-	-	-	-	-	-
Common School Fund	561,055	-	-	612,120	-	-
Other	33,000	-	-	33,000	-	-
Federal Sources	9,000	-	-	9,000	-	-
<b>Total Revenue</b>	<b>\$ 56,487,796</b>	<b>\$ 6,961,061</b>	<b>12.3%</b>	<b>\$ 60,238,150</b>	<b>\$ 7,573,475</b>	<b>12.6%</b>
<b>Expenditures:</b>						
Instruction	\$ 35,135,365	\$ 402,376	1.1%	\$ 36,152,573	\$ 420,191	1.2%
Supporting Services	22,783,047	2,797,883	12.3%	22,745,746	3,225,294	14.2%
Community Services	127,184	14,973	11.8%	76,088	65,000	85.4%
Facilities Improvements	1	-	-	1	-	-
Transfers to Other Funds	2	-	-	2	-	-
<b>Total Expenditures</b>	<b>\$ 58,045,599</b>	<b>\$ 3,215,232</b>	<b>5.5%</b>	<b>\$ 58,974,410</b>	<b>\$ 3,710,485</b>	<b>6.3%</b>
Excess of Revenues over Expenditures	\$ (1,557,803)	\$ 3,745,829		\$ 1,263,740	\$ 3,862,990	
Beginning Fund Balance	7,001,833	7,001,834	100.0%	5,444,030	8,388,192	154.1%
Budgeted Contingencies	2,619,640	-		3,314,890	-	
Unappropriated Ending Fund Balance	2,824,390	-		3,392,880	-	
<b>Fund Balance, August 31</b>	<b>\$ -</b>	<b>\$ 10,747,663</b>		<b>\$ -</b>	<b>\$ 12,251,182</b>	

Corvallis School District 509J  
 Schedule of Investments  
 August 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:					\$ -	\$ -
<u>Local Government Investment Pool:</u>				Average Annualized Rate		
General Account				0.54%		\$ 25,432,131
Debt Service Account				0.54%		1,292
<u>Subtotal LGIP <sup>1</sup></u>						<u>\$ 25,433,423</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: <sup>2</sup>				0.54%		\$ 540,206
<u>Total Investments</u>						<u>\$ 25,973,629</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 7/31/15:**

3-Month U. S. T-Bill bond equivalent yield:	0.06%
3-Mo. Jumbo CDs	0.03%

**Corvallis School District 509J**  
**Schedule of Cash Disbursements Greater Than or Equal to \$1,000**  
**For the Period July 1, 2015 - August 31, 2015**

<u>Fund Object Vendor</u>		<u>Fund Object Vendor</u>	
<b>100 - General Fund</b>		<b>Reimbursable Student Transportation</b>	
<b>Cash Donations to Other Agencies</b>		FIRST STUDENT INC	79,782.03
CORVALLIS PUBLIC SCHOOLS FOUNDATION	65,000.00	GO GET'EM TAXI AND TRANSPORT LLC	11,955.50
<b>Change Fund</b>		<b>Rentals</b>	
CASH BOX - CORVALLIS HIGH SCHOOL ATHLET.	2,000.00	MCKENZIE SCAFFOLDING	4,322.00
CASH BOX FOR CRESCENT VALLEY HIGH SCHOOL	2,000.00	SUNBELT RENTALS, INC.	1,004.02
<b>Charter School Payments</b>		<b>Repairs and Maintenance Services</b>	
INAVALE COMMUNITY PARTNERS, INC	156,900.06	ATEZ INC	13,774.00
<b>Computer Software</b>		BENSON'S INTERIORS, INC	24,724.00
FARONICS TECHNOLOGIES USA INC	4,100.00	BENTON COUNTY PUBLIC WORKS	5,835.83
LIBRARY CORPORATION	5,435.00	DALLAS GLASS	1,700.00
OETC	34,604.68	ECO HOME COMFORT, LLC	44,640.00
PERFORMIO SOLUTIONS, INC. DBA EDICALIBER	25,000.00	ENCORE OILS LLC	1,085.00
RELIANCE COMMUNICATIONS, LLC	5,063.40	GOVCONNECTION INC	42,447.49
RENAISSANCE LEARNING, INC	40,157.81	HOLDERMAN PAVING, LLC	8,095.00
SCHOOLDUDE.COM	17,835.78	KONE INC	5,670.00
SIRSIDYNIX	30,005.34	LAKERIDGE CONSTRUCTION	18,700.00
STONEWARE, INC	1,560.00	LANDGREEN HARDWOOD FLOORS	19,767.60
<b>Consumable Supplies and Materials</b>		MCGOVERN MAINTENANCE	3,910.00
APPLE, INC	143,716.75	NORTHWEST DRYWALL	2,665.00
BEARCOM WIRELESS WORLDWIDE	4,004.36	PACIFIC POWER PRODUCTS	1,600.00
CHOWN HARDWARE	4,999.99	PUROCLEAN CERTIFIED RESTORATION	19,267.00
COASTWIDE LABORATORIES	23,646.31	REED'S PAINTING, INC	29,900.00
GEEKDESK	5,964.00	REYNOLDS ELECTRIC, INC.	8,249.98
GRAINGER	7,080.39	SYNERGY SECURITY SOLUTIONS	18,444.80
HOME DEPOT CREDIT SERVICES	1,910.98	W L THOMAS ENVIRONMENTAL, LLC	5,725.00
KING OFFICE EQUIPMENT INC	2,399.14	<b>Technology Equip \$1,000 - \$4,999</b>	
OFFICE MAX	1,251.62	ANDESITE TECHNOLOGY	3,160.00
PART WORKS INC	3,172.13	GOVCONNECTION INC	1,877.64
PINKHAM SPECIALTY CO	1,460.00	<b>Telephone</b>	
PLATT ELECTRIC SUPPLY CO	8,147.07	CENTURYLINK	3,060.09
PLUMBMASTER, INC	1,423.66	CENTURYLINK.	3,118.32
TOTAL FILTRATION SERVICE INC	15,870.55	<b>Travel, Out of District</b>	
<b>Copier Charges</b>		CAMP DAKOTA	1,551.00
PACIFIC OFFICE AUTOMATION	1,126.88	COSA	5,765.00
US Bank Equipment Finance	4,010.99	EMBASSY SUITES SAN DIEGO BAY	8,726.85
<b>Dues and Fees</b>		EXPEDIA CREDIT CARD CHARGE	1,046.40
COSA	22,433.00	SOUTHWEST AIRLINES CO CENTRAL TKTG	5,671.20
EDUCATION NORTHWEST	7,677.84	WELLS FARGO REMITTANCE CENTER	3,134.16
OREGON SCHOOL BOARDS ASSOCIATION	11,553.25	<b>Water and Sewage</b>	
<b>Electricity</b>		CITY OF CORVALLIS	40,352.74
CONSUMERS POWER INC	19,828.90	<b>203 - Food Service Fund</b>	
PACIFIC POWER AND LIGHT	40,649.86	<b>Food - Food Service Only</b>	
<b>Equipment-like items \$1,000 - \$4,999</b>		CHARLIES PRODUCE	5,283.57
FINAL CLICK - EDEN PRAIRIE	2,876.31	FRANZ FAMILY BAKERIES	1,325.11
<b>Fuel</b>		LOCHMEAD DAIRY	6,513.03
BENTON COUNTY PUBLIC WORKS	1,819.87	SYSCO FOOD SERVICE	1,553.17
NW NATURAL	4,535.82	<b>204 - District Donation Fund</b>	
<b>Garbage</b>		<b>Consumable Supplies and Materials</b>	
REPUBLIC SERVICES	4,455.50	BEARCOM WIRELESS WORLDWIDE	1,488.97
<b>Other Communication Services</b>		<b>Library Books</b>	
CENTURYLINK	1,351.45	COSTCO CREDIT CARD CHARGE	2,299.99
CENTURYLINK.	1,350.99	<b>Travel, Student Out of District</b>	
COMCAST/INSTITUTIONAL NETWORKS	11,636.45	BOYS & GIRLS CLUB OF CORVALLIS	3,194.00
<b>Other Non-instructional Professional and Technical</b>		<b>208 - Construction Excise Tax &amp; Land Fund</b>	
ACQUAEMPS	1,582.83	<b>Buildings Acquisition</b>	
BREAKTHROUGH SCHOOLS	1,500.00	DULL OLSON WEEKES ARCHITECTS P.C.	2,404.57
MAXIM HEALTHCARE SERVICES	5,504.40	UMPQUA ROOFING COMPANY INC	390,595.00
MCLELLAN TEMPORARIES, INC.	3,590.23	<b>Repairs and Maintenance Services</b>	
<b>Payroll Deductions &amp; Withholdings</b>		REYNOLDS ELECTRIC, INC.	42,580.00
FIDELITY RETIREMENT SERVICES	4,650.00	<b>296 - Grants Fund</b>	
OPPENHEIMER SHAREHOLDER SERVICES	3,901.00	<b>Consumable Supplies and Materials</b>	
<b>Periodicals</b>		APPLE, INC	268,280.75
LRP PUBLICATIONS, INC.	5,335.00	CYBER ACOUSTICS	19,600.00
<b>Printing and Binding</b>		GOVCONNECTION INC	36,100.00
HENDERSONS OFFICE SYSTEMS	1,244.13	<b>Technology Equip \$1,000 - \$4,999</b>	
		ANDESITE TECHNOLOGY	5,775.00
		GOVCONNECTION INC	43,849.44
		<b>Travel, Out of District</b>	
		CREATIVE MATHEMATICS	1,880.00
		TEEL'S TRAVEL PLANNERS	12,992.82
		WELLS FARGO REMITTANCE CENTER	4,285.62
<b>297 - Student Body Funds</b>		<b>601 - Insurance Fund</b>	

<b>Consumable Supplies and Materials</b>		<b>Consumable Supplies and Materials</b>	
EASTBAY	4,462.50	BEARCOM WIRELESS WORLDWIDE	9,193.12
HENRY SCHEIN INC	1,535.94	<b>Group Insurance</b>	
MEDCO COMPANY	3,932.32	LIFEMAP ASSURANCE COMPANY	9,704.32
SCHOLASTIC INC	1,147.72	REGENCE BCBS OF OREGON	374,156.40
<b>Dues and Fees</b>		SAIF CORPORATION	219,013.68
MID WILLAMETTE CONFERENCE	2,000.00	WILLAMETTE DENTAL GROUP (GROUP Z1329)	14,022.00
<b>Travel, Student Out of District</b>		<b>Liability Insurance</b>	
CITY OF CORVALLIS - OSBORN AQUATIC CTR	2,512.30	PACE	148,079.00
OREGON DREAM TEAMS	4,350.00	<b>Other Non-instructional Professional and Technical</b>	
<b>298 - Designated Revenue Fund</b>		BARKER-UERLINGS INSURANCE, INC	4,849.92
<b>Consumable Supplies and Materials</b>		<b>Property Insurance Premiums</b>	
COASTWIDE LABORATORIES	1,370.42	BARKER-UERLINGS INSURANCE, INC	423,322.00
ELEMENT GRAPHICS, INC	1,712.00	<b>702 - Corvallis Public School Foundation Fund</b>	
SCHOOL SPECIALTY	16,681.43	<b>Consumable Supplies and Materials</b>	
<b>Equipment-like items \$1,000 - \$4,999</b>		CORVALLIS PUBLIC SCHOOLS FOUNDATION	1,018.37
American Van Equipment	2,433.77	<b>Grand Total</b>	<b>3,327,893.62</b>
<b>Other Non-instructional Professional and Technical</b>			
HITCHCOCK, MAE	1,800.00		
<b>Travel, Out of District</b>			
CPI	2,544.00		



# 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