



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Tuesday, May 31, 2016 6:00 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBjVQ?> A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Tuesday, May 31, 2016
6:00 PM

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

Meeting Details: Tuesday, May 31, 2016, 6:00 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/UC9Jtpte5dmilZI9kySBjVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. PUBLIC COMMENT REGARDING LOCAL OPTION LEVY RENEWAL

NOTE: To indicate your desire to comment, please 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

As of 03-02-16

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 comments during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Public Comment

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

To request the opportunity to offer public comment

- 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 Providing Public Comment

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 comment is accepted, 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 comment, 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 comment 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 comments. 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 comments 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 them out in their entirety.

Corvallis School District

How to Provide Input to the School Board

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- G. Although providing a written copy of your comments 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 comments 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 comment, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: schoolboard@corvallis.k12.or.us. This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent, student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

III. Telephone Communication

Citizens also may contact board members by telephone:

Vincent Adams	541-738-4324 or 541-240-4055
Judy Ball	541-758-1671 or 240-997-1222
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



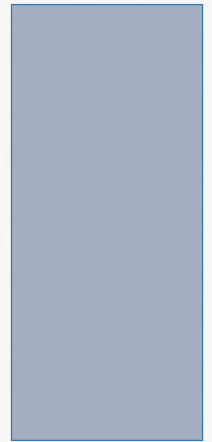
Corvallis
SCHOOL DISTRICT

IV. CORVALLIS PUBLIC SCHOOLS FOUNDATION UPDATE



Corvallis
Public Schools
FOUNDATION

FY16 YEAR-END REPORT



MISSION AND PRIORITIES

To unite private donors and public educators for the best possible education for all students.

Priorities:

- To reduce barriers to education for low-income and homeless students,
- Provide pathways to graduation for students who need extra help, and
- Expand excellence through enrichment opportunities.

PROGRAM HIGHLIGHTS: 2015-2016

- 3rd year of graduation rate interventions
 - 230 participants in 8 programs
- Learning Enrichment Grants
 - 26 grants at 10 schools
- SOS and Homeless Ed funds
 - \$42,000 disbursed according to need
- Teacher recognition/scholarships

HANDS ACROSS CORVALLIS

- 20th anniversary event
- Celebrating 20 years of support for public education
- 182 guests, 54 new donors
- \$32,000 raised for Foundation priorities

GROWTH OF ENDOWMENTS

- Midge Mueller Fund for math - \$50,000
- Doris L. Meyers Endowed Fund (new \$50,000 bequest; total value \$113,000)



UKULELE YOU CAN!

“Each student who is able to accurately tune their ukulele gets to wear a flower lei during class and help their partner and classmates tune.”

-- Jakki Moses, Lincoln Elementary music teacher



MINDFUL PRACTICE FOR EDUCATORS

“The students are ready to listen and begin math with quiet attention. I am relaxed and calm, ready to teach.”

– Kathy Alexander, 2nd grade teacher at Garfield



ELL ON TRACK TO GRADUATE FIELD TRIP

“All of the students were excited, engaged, and gracious for this new experience. It was a day for them to celebrate their achievements.”

-- Mary Skillings, CHS



MODEL HOT AIR BALLOON PROJECT

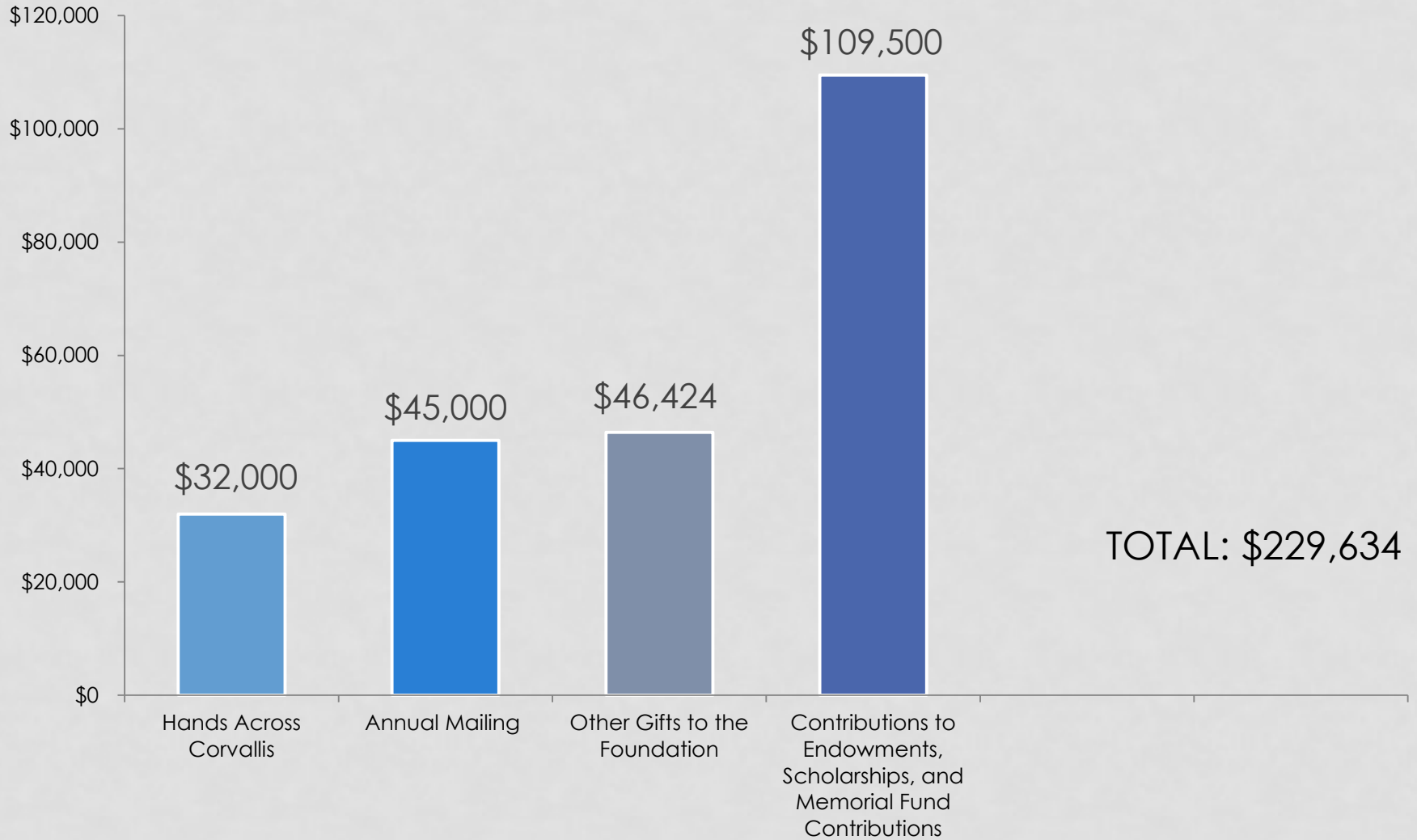
“My main objective was to provide students with a tangible, real-world application of science and technology that would challenge their understanding of complex concepts...”

-- Derek Michalski, LPMS



Fundraising Overview

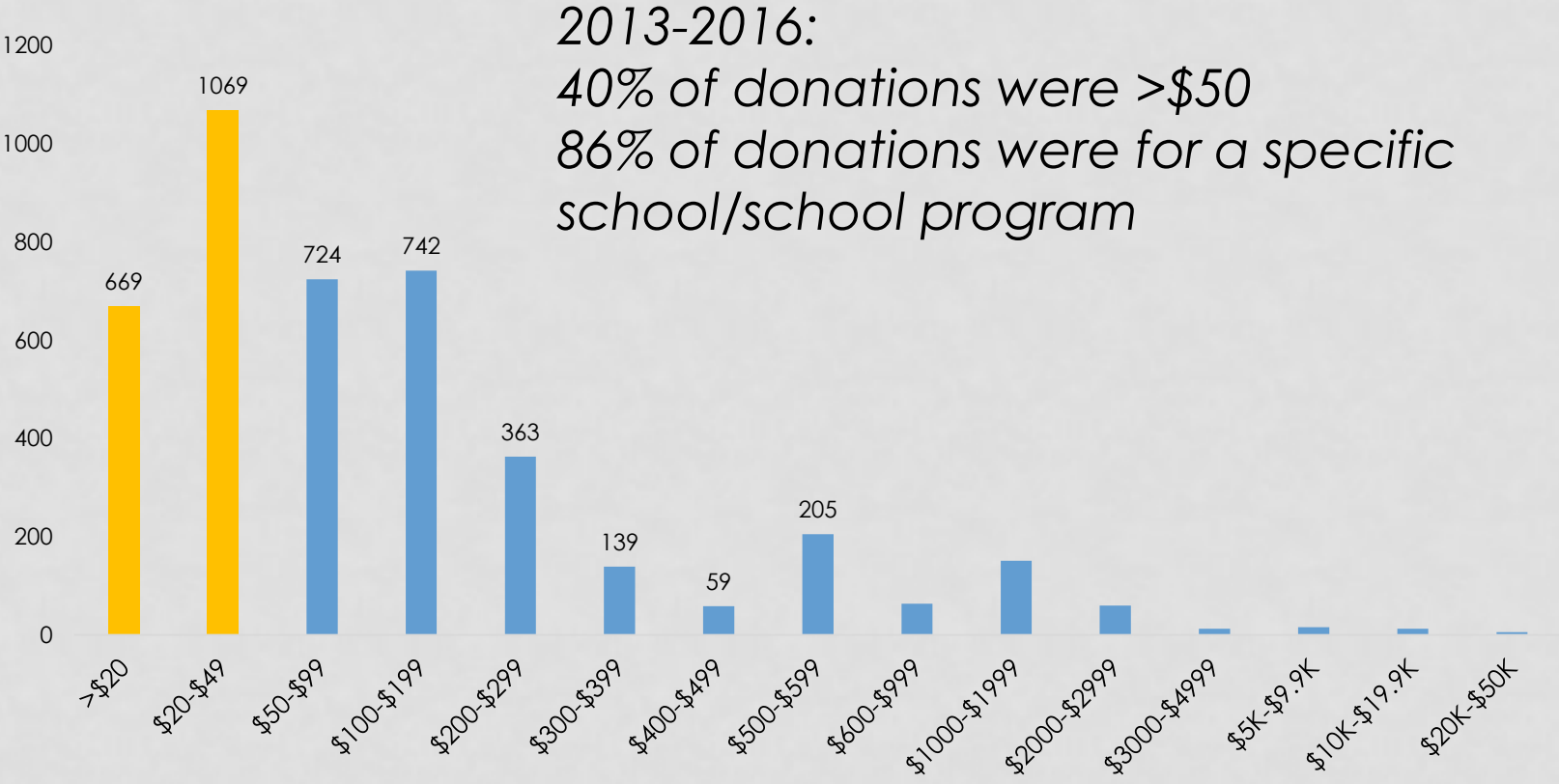
FY16



A LOOK AT THE YEAR AHEAD

- Graduation Rate Interventions this summer (\$45,700)
 - Wilson Summer Skills Boost
 - Mountain View Summer Program
 - ELL Newcomers Camp at CHS
 - LPMS Math Camp with bilingual supports
 - AVID Boot Camps (CV/CHS)
 - Math/Language Arts camps (CV/CHS)
 - Credit Recovery

SHIFTING AND STREAMLINING



Donations earmarked for Schools/School Programs, 2013-2016



BETTER WORLD ENDOWMENT

Dedicated to equity
and inclusion in
education

Initial gift: \$50,000

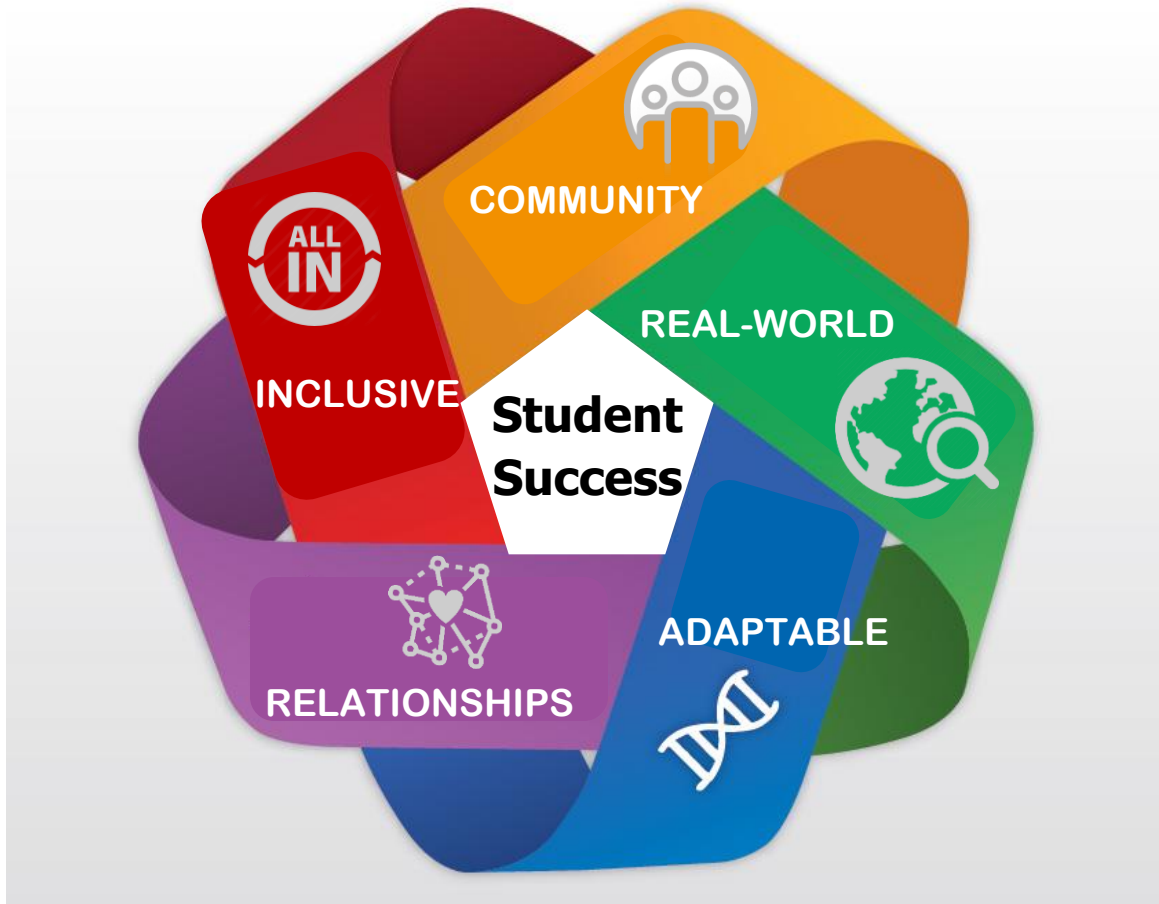
Goal: \$100,000





Corvallis
SCHOOL DISTRICT

V. LONG RANGE EDUCATIONAL VISIONING



DRAFT CORE VALUES Relationships Build Communities of Trust and Respect

With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.

Inclusive Learning Environments are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all abilities and backgrounds to pursue their passions. We are dedicated to meeting each student’s needs.

Real-World, Experiential Learning is Meaningful and Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectations, our programs and spaces nurture creativity and a sense of accomplishment and joy.

Community Connections Support Learning

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

Adaptability is Critical to our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

TO: Corvallis School Board for May 31, 2016
FROM: Eric Wright and Shahnaz Sahnaw, Innovation Team members
DATE: May 27, 2016
THROUGH: Erin Prince, Superintendent
SUBJECT: Educational Planning- Innovation Team Update



Action Requested:

For information only, no action requested.

Discussion:

The Corvallis School District's long range educational planning process has included the formation of a Steering Committee and an Innovation Team. Innovation team members included a total of 25 teachers and administrators from all levels, TOSA and educational support staff, district office leadership staff, and members of the school board. The primary goal of the Innovation Team was to develop guiding principles that will help shape teaching and learning in Corvallis in the next 10-20 years.

The Innovation Team has met several times this spring. Activities have included the Future of Learning Community Summit, a study tour of Seattle area schools and programs, and middle and high school student focus groups. Members of the team also viewed the film, "Most Likely to Succeed", created "to inspire and empower communities across the country to revolutionize their schools for the 21st Century."

The community summit on March 31 included 50+ attendees representing education and community partners, students, and parents. The values articulated at the summit were used as a starting point for future discussions to articulate the district's core values. The April study tours in Seattle included most members of the Innovation Team. Several elementary and secondary schools were toured and team members reviewed their observations of the various schools and programs in a post-tour discussion. There was consensus among team members that while learning spaces can create enhanced learning environments for students, the philosophy, activities, and culture of the school staff are more important than the building or facility. The team refined the guiding principles created at the Community Summit and drafted a statement of core values. A description of the five core values was developed and a graphic was designed to show the interconnected nature of those values. (attached to this report)

To better understand the student perspective, the Innovation Team hosted focus group discussions with 50 middle and high school students in early May. A representative sample of students were selected by their

principal to participate. Members of the Innovation Team facilitated the discussions. All students were engaged and shared honest and sometimes difficult stories about their educational experience.

Focus group discussion questions included:

- What do you like about your school?
- When you are at school do you have time to pursue your personal curiosities and passions?
- Do you feel known at your school? (Staff? Students?)
- How might other students answer that question?
- What percentage of the school day do you feel truly and deeply engaged in learning?
- What has been your most powerful learning experience, in or out of school?
- What would you change or improve?

Responses were documented and reviewed by the Innovation Team during the post-discussion meeting. Themes from the middle school students aligned with the five core values already identified. The value placed on *relationship* and *real-world experiences* were dominant. What students like about their school includes individual connection with teachers and the family-like feeling of the DLI program. Areas that require our attention included the experiences of Spanish speaking students feeling they were treated differently from other students and in some cases by staff. Cyberbullying was noted as a bigger issue than in person bullying. Middle school students expressed dissatisfaction at having very limited elective options and athletics opportunities at school. The high school discussion centered on *relationship* and *inclusiveness* a major themes for this age group. High school students appreciated feeling known and acknowledged by their teachers. Feeling known and connected is valued yet students report that it is often up to the student to make themselves known. Students value real-world learning including art, career shadowing, and learning experiences outside of school. Areas that caught our attention included a sense that there are no consequences for bullying behavior, school doesn't feel applicable to the real-world, and being cut from high school athletics as freshmen had a cascading negative impact on some students. Student focus group comments were shared with building leaders and some actions have already been taken to address student concerns.

A formal report will be provided in June and the core values will be incorporated in the long range building planning process. This work will be shared with all staff and school communities in the 2016-17 school year. Staff and public viewings and discussions of "Most Likely to Succeed" are also planned.

Recommendation: *No recommendation*

Budget Impact: *No impact*



Corvallis

SCHOOL DISTRICT





EDUCATIONAL PLANNING PROCESS

Core Team (steering committee)

Innovation Team

Community Summit

Innovation Team Study Tours

Student Focus Group Discussions



INNOVATION TEAM

Byron Bethards

Darren Bland

Sarah Blount

Dan Bregar

Britten Clark-Huyck

Brenda Downum-VanDevelder

Amanda Filloy Sharp

Chris Gregory

Rynda Gregory

Roxi Huffaker

Amy Lesan

Shikira Lockette

Olivia Meyers Buch

Alexis McQuillan

Scott Newsham

Ryan Noss

Kim Patten

Amy Ponder

Erin Prince

Tom Sauret

Shahnaz Sahnou

Kathleen Smith

Rob Singleton

Eric Wright

Jody Wyatt



FUTURE OF LEARNING COMMUNITY SUMMIT





COMMUNITY



STUDY TOURS





TRAVEL TEAM

CHERRY CREST ELEMENTARY



CHERRY CREST ELEMENTARY
12400 NE 32ND STREET

Char



Math Task

Why

Restate

Cemore

Why

Add On

Commutative Property of Multiplication
What does the commutative property of multiplication mean?
Write a number sentence that shows the product.
4 x 3 = 12
3 x 4 = 12

Commutative Property of Multiplication
What does the commutative property of multiplication mean?
Write a number sentence that shows the product.
6 x 2 = 12
2 x 6 = 12

Commutative Property of Multiplication
What does the commutative property of multiplication mean?
Write a number sentence that shows the product.
8 x 1 = 8
1 x 8 = 8

Commutative Property of Multiplication
What does the commutative property of multiplication mean?
Write a number sentence that shows the product.
9 x 1 = 9
1 x 9 = 9

Change in Area

Math center area with a table holding books, a basket of snacks, and yellow instructional cards.

Blue cushions on a window seat.

Computer workstation with two monitors, keyboard, and mouse on a desk.





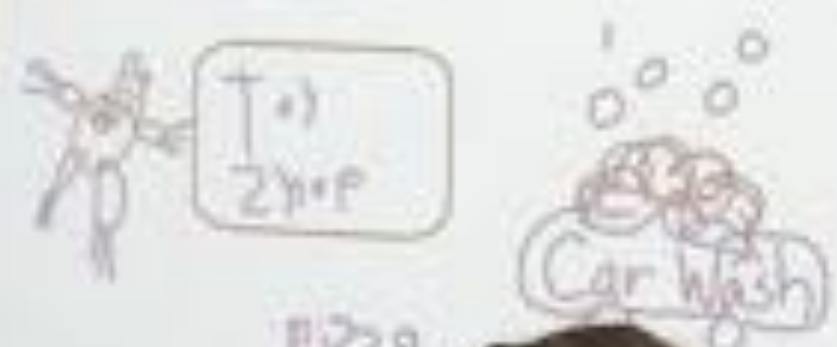
BOSE ELEMENTARY



REAL-WORLD



- You need to see them
- Need to be on the building
- It helps you know where you are going. Know what it is called.



- Rest ur arm
- Pizza
- Flower
- Toy Shop
- Car Wash
- Candy Store



SECONDARY SCHOOLS





The Big Picture School

Bellevue School District

RELATIONSHIPS



SUMMIT OLYMPUS



What is your
goal for
today?



ADAPTABLE



EXPERIENTIAL







INCLUSIVE



ADAPTIVE

RESEARCH COMMONS



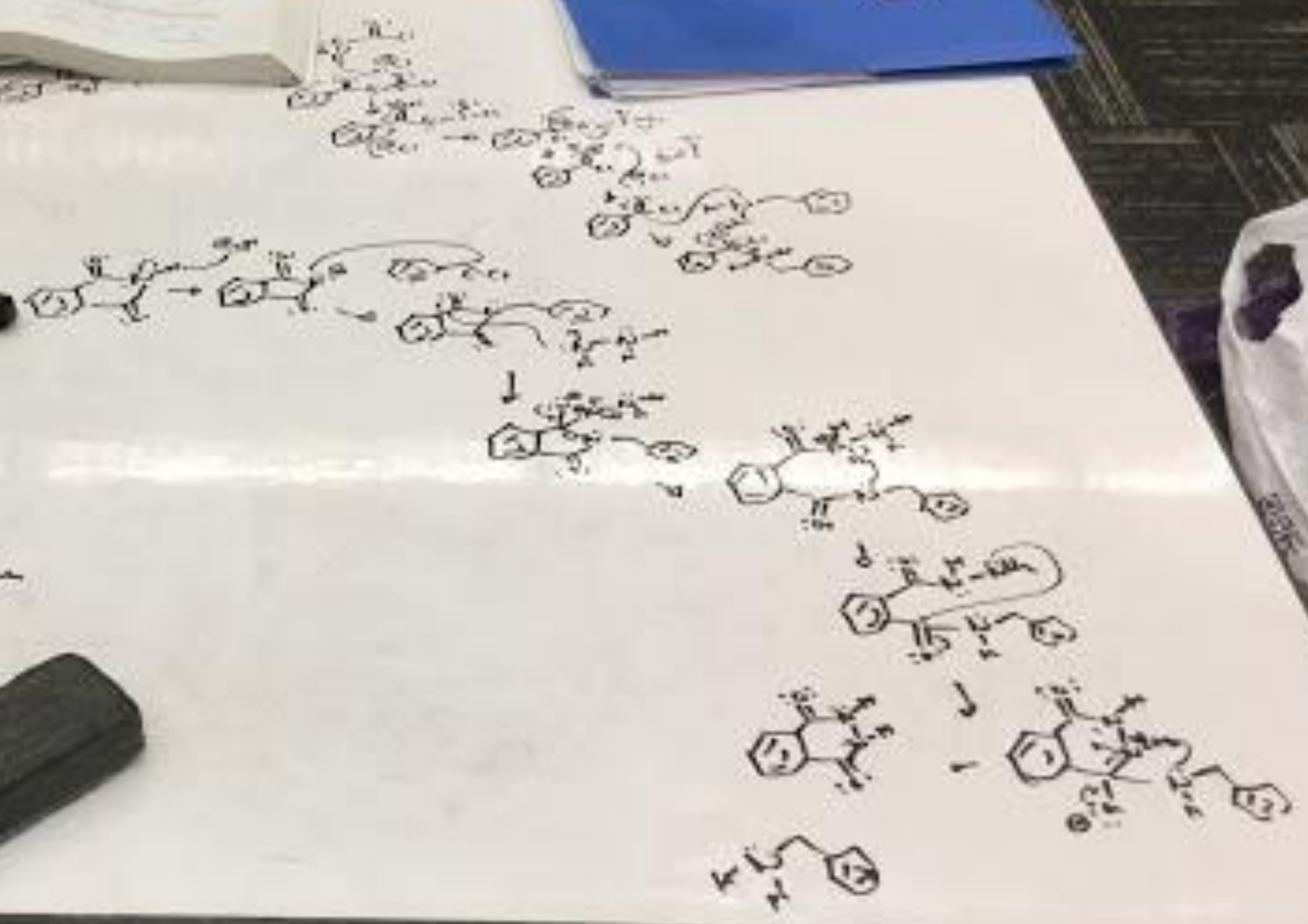


COLLABORATIVE





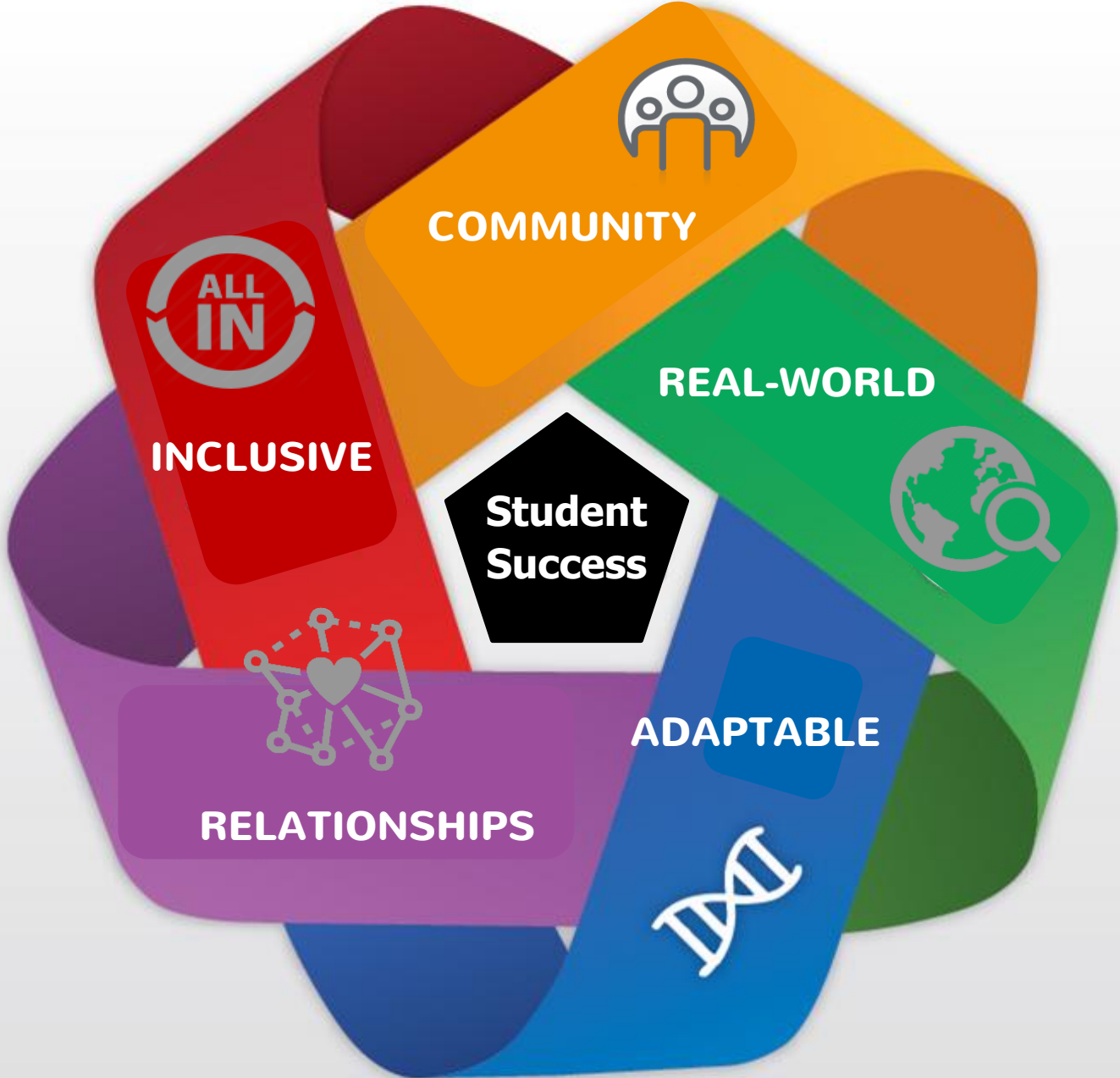
p-memolylbenzene
 ethyl-phenylacetate
 ethyl-2-phenyl-ethanoate



SYNERGY



CORE VALUES



STUDENT FOCUS GROUPS



MIDDLE SCHOOL



HIGH SCHOOL



RELATIONSHIPS



INCLUSIVE



REAL-WORLD

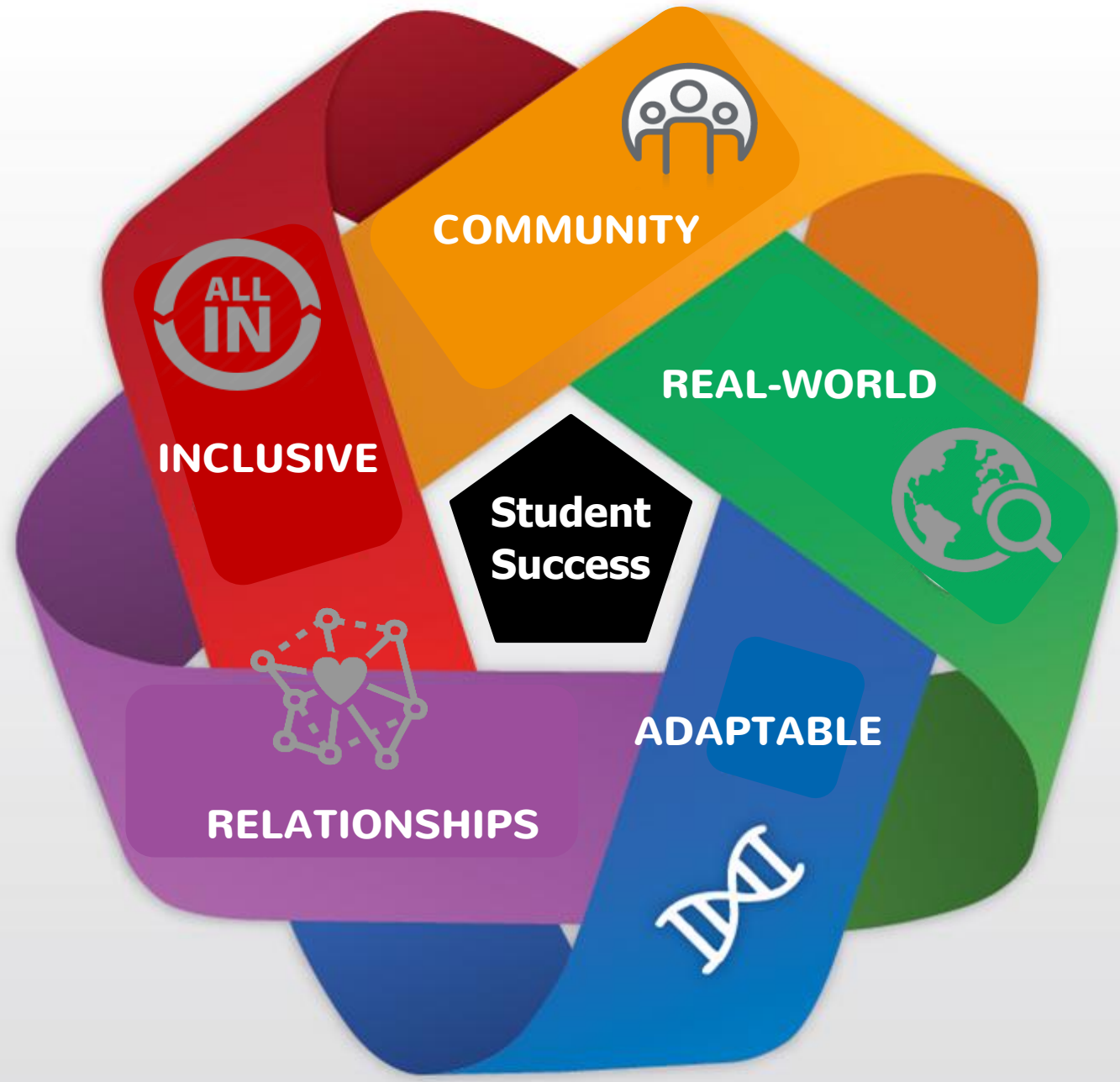


COMMUNITY



ADAPTABLE





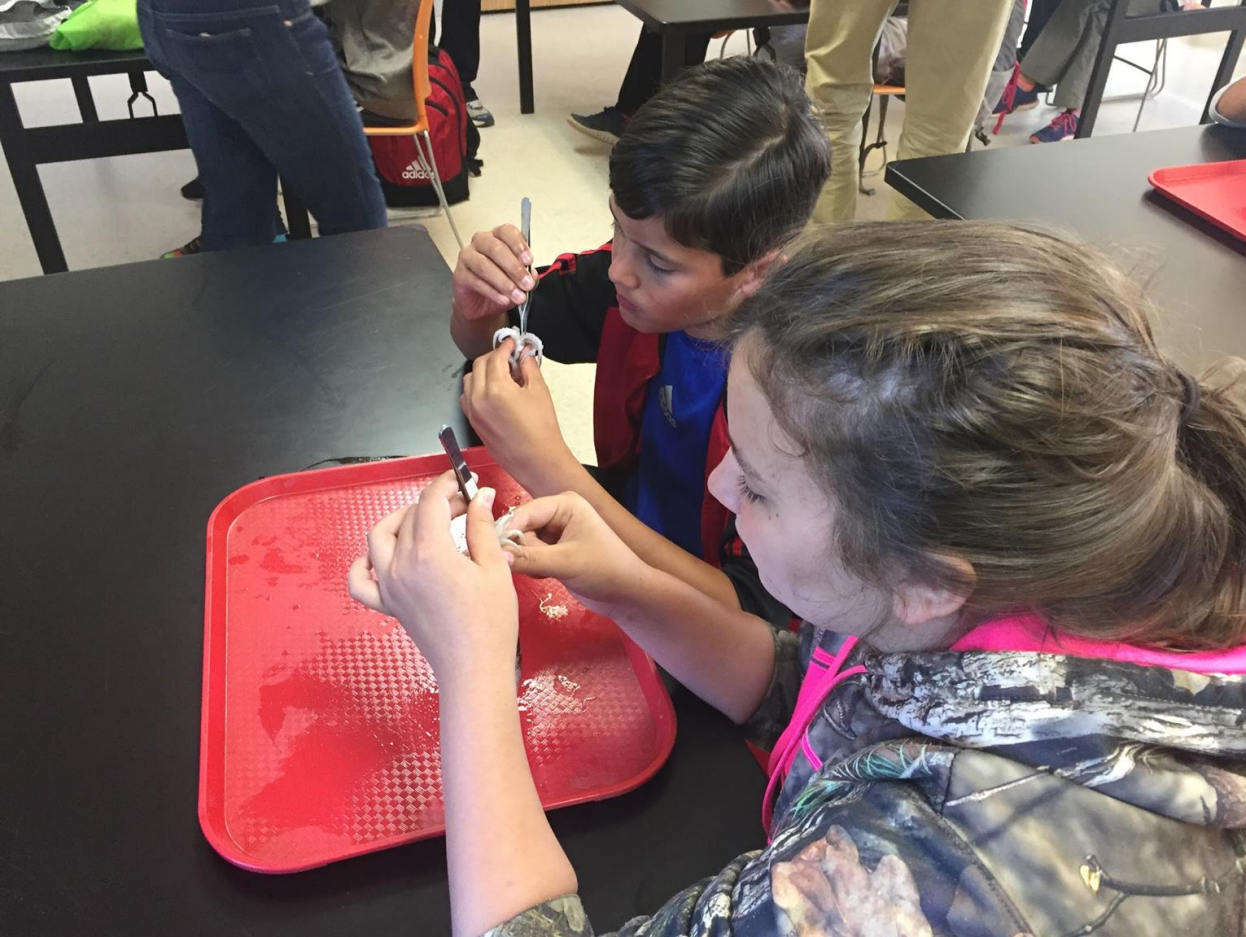
IMMEDIATE IMPACT

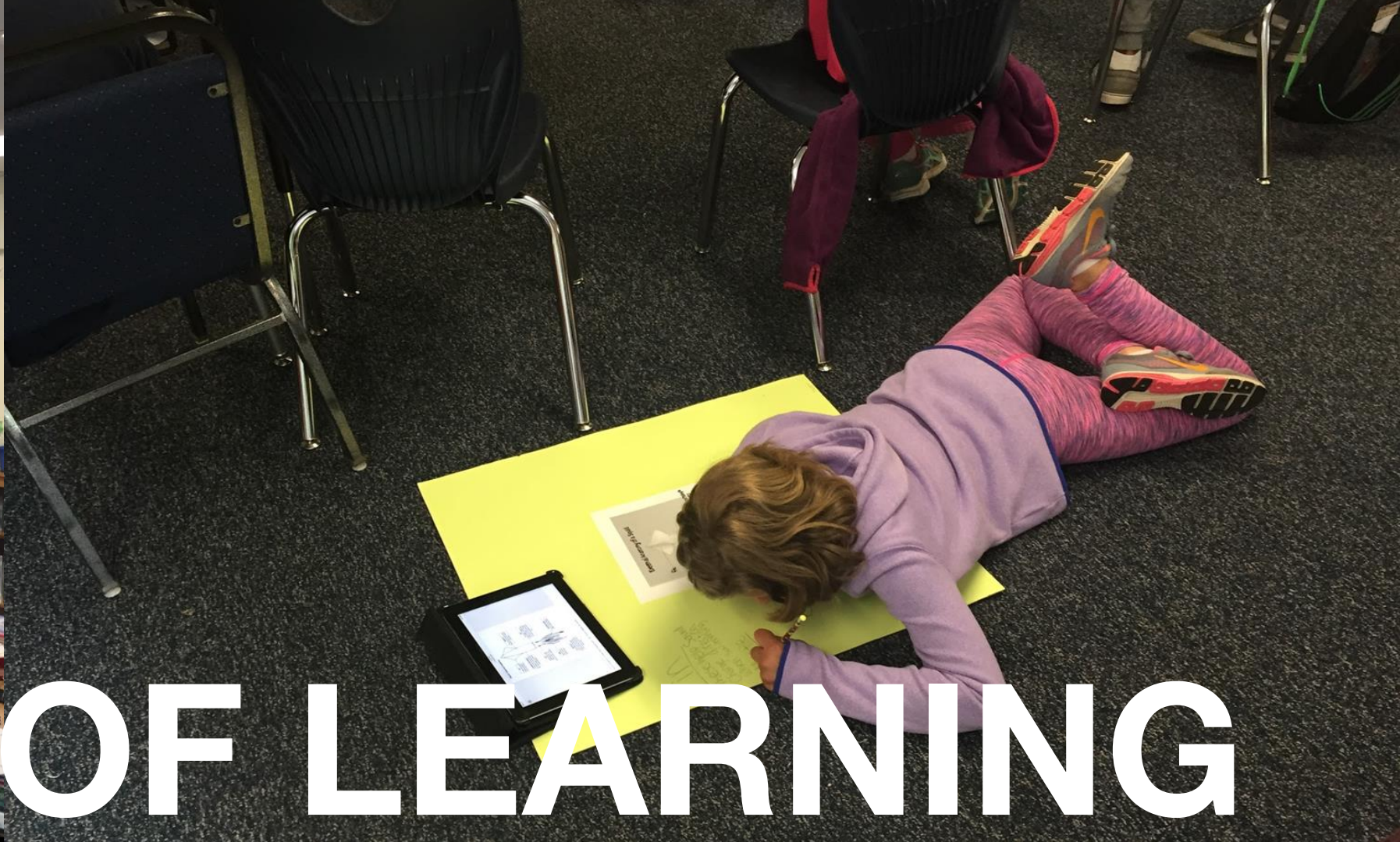
MENTORING

	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:40	3:00
Dominick																													
Bañuelos																													
Adams																													
Carpenter																													
Shear																													
Cristiano																													
Pascuzzi																													
Morales/ Arévalo																													
Arauz																													
Espinosa																													
Arnst Garcia/ Cánovas																													
Fraser																													
Polo																													
Ingersoll																													
Barnette																													
Maciel																													
Wolfe																													

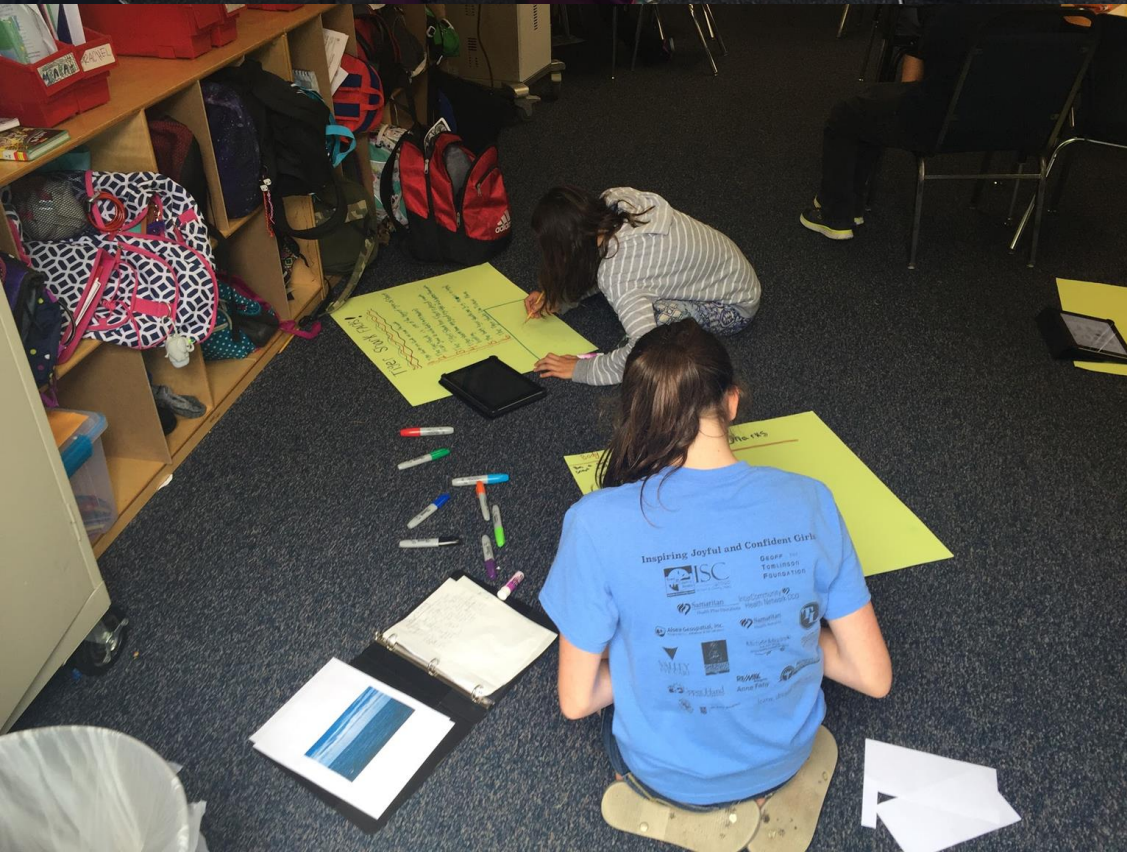


- Math
- RTI/
Enrichment
- Lunch/
Recess
- Literacy
- Music/
PE
- ELD/
SLD
- Continuation



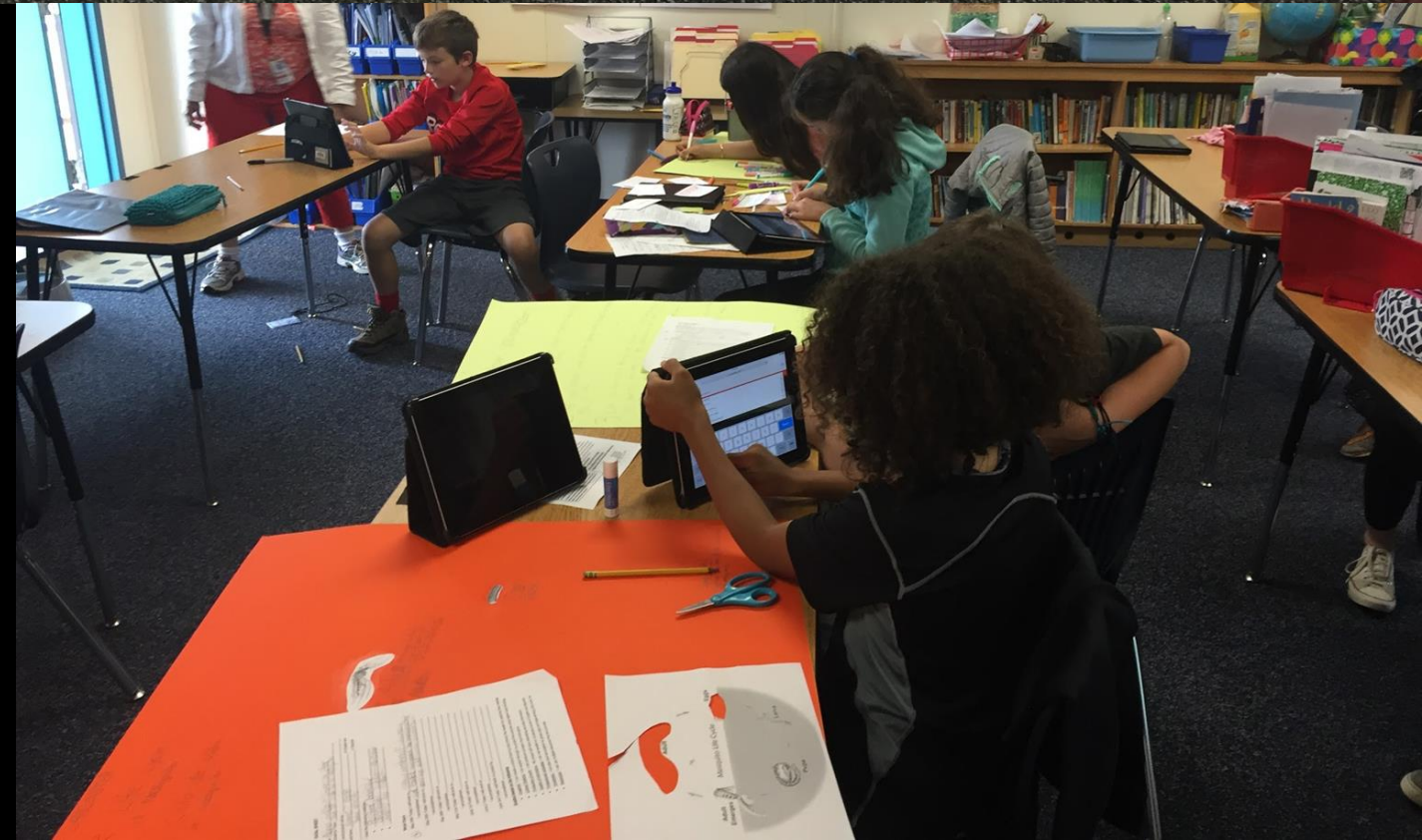


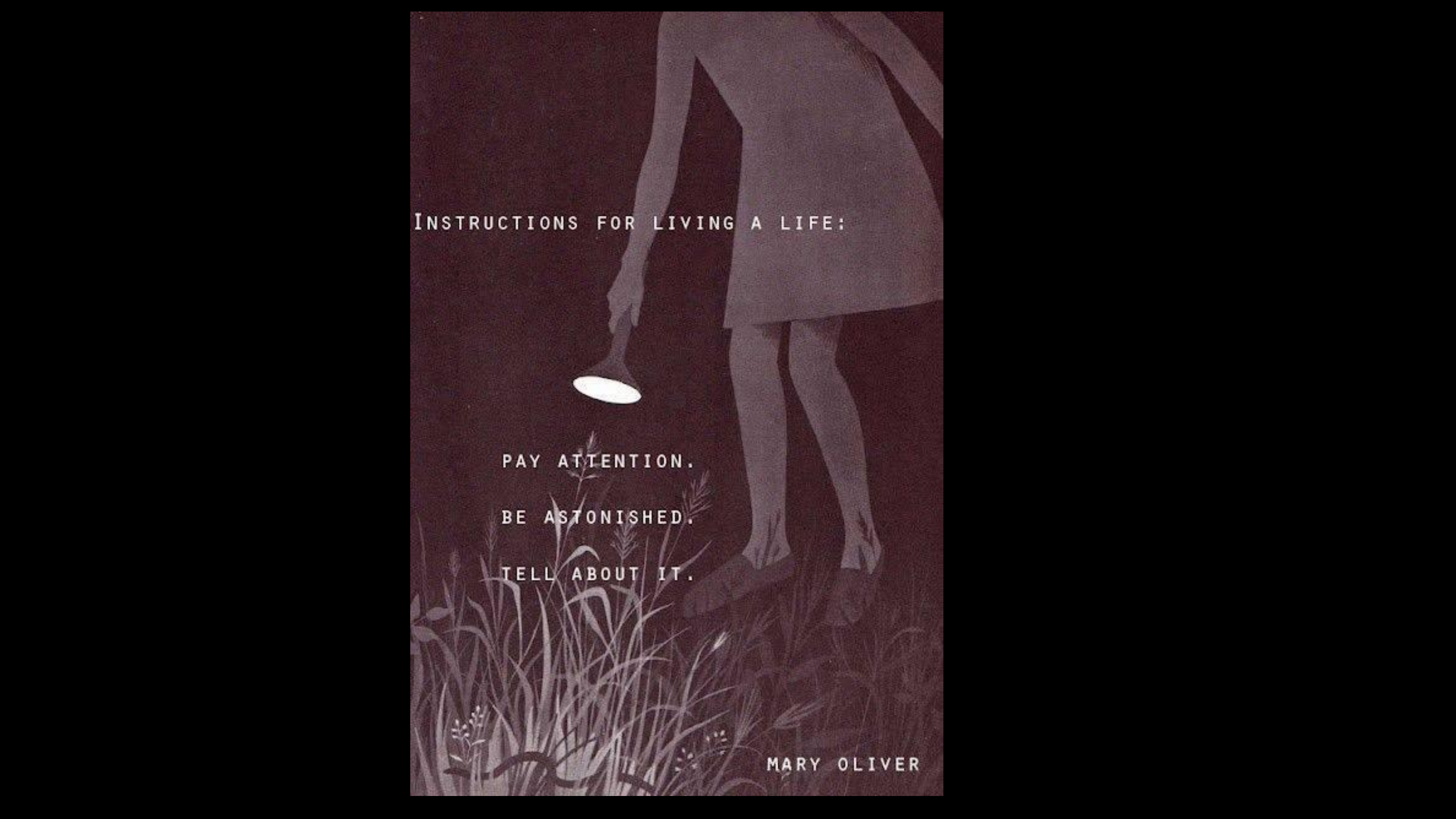
EXHIBITION OF LEARNING



Outdoor School Projects

- Choice of topic
- Choice of format
- Bilingual
- To be presented at Lincoln PTA meeting, June 14, 6:00 PM



A monochromatic, sepia-toned illustration of a woman from the waist down, wearing a dress and high-heeled shoes. She is holding a flashlight in her right hand, which is turned on, casting a bright beam of light onto the ground. The ground is covered with tall, thin grasses. The background is a dark, textured gradient.

INSTRUCTIONS FOR LIVING A LIFE:

PAY ATTENTION.

BE ASTONISHED.

TELL ABOUT IT.

MARY OLIVER

NEXT STEPS





Corvallis
SCHOOL DISTRICT

VI. ADOPT SECONDARY MATH AND LANGUAGE ARTS CURRICULUM



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Rynda Gregory, Teaching and Learning Coordinator, Secondary Schools

Date: May 24, 2016

Secondary Curriculum Adoption Update/Recommendation FOR ACTION

Recommendations

Middle School

Language Arts - **Study Sync**, McGraw Hill.

Math - **Core Focus on Math**, Shannon McCaw.

High School

English- Team requested opportunity to pilot Springboard with 2 to 3 teachers at CHS and at CVHS, each. They intentionally want teachers to pilot programs and devices to assess for compatibility.

Math - Team requested opportunity to review more materials and observe districts across the state who did adopt materials for this fall. They intentionally want teachers to pilot programs and devices to assess for compatibility.

PD Plan

An introduction will be delivered before the end of the school year. Then in fall, both content areas will have a separate, initial full day with a trainer to review materials and begin lesson planning. Each content team will meet, separately, 4 more times through the year to reflect on year thus far, share successes and ideas for betterment, and additional planning time.

Next Steps

Middle School

Contact publisher representatives to order teacher manuals, plan introduction, and initial fall training. Collect information for needed student supplies. Discuss the details and parameters of the contract.

High School

English - secure pilot materials and arrange for introduction and minimal training.

Math - Survey staff regarding who wants to pilot what for fall; organize visitations to other



Corvallis

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Oregon districts to observe math instruction.

Consequences:

If the board chooses to not approve this adoption, students will not be receiving a guaranteed and viable core curriculum, a key ingredient to a successful education. Additionally, there will be an increase in the amount of work teachers must do to develop materials that are in alignment with the more rigorous standards.

Cost Impact:

Teaching and Learning has budgeted \$225,000 for the adoption of middle school math materials and language arts materials. The estimates cost for math curriculum is \$100,000, and \$125,000 for English language arts. Teacher materials will be purchased with 2015-16 funding, estimated at a total of \$15,000, which combined with the elementary materials purchase for this year is within the \$360,000 instructional materials budget. Student materials, which include digital access and some hard copies, will be purchased with 2016-2017 instructional materials budget.

MOTION REQUESTED:

“I move to adopt middle school **Core Focus on Math©2014, Stages 1-3** mathematics curriculum materials; and middle school **Study Sync, McGraw Hill Education 2016 Edition**, English language arts curriculum materials.”

Secondary Curriculum

BOARD UPDATE

MAY 2016



Common Vocabulary

Standards - The **Standards** are statements of what students are expected to learn. Standards are the *ends*.

Curriculum/Materials - The term **Curriculum** refers to the program used to help students meet the standards, including instructional materials, activities, tasks, units, lessons and assessments. The curriculum is the *means*.

NCTM, 2014 Principles to Actions, *Ensuring Mathematical Success for All*; p. 70

Secondary
Courses
vs
Elementary Self
Contained

Courses offered based on

- Standards
- Graduation Requirement
- Student need/want

- No one publisher addresses all the courses offered in a content area **OR** the variety of needs of our students

Criteria for both LA and Math content areas MS and HS

- ❑ Standards based
- ❑ **Engagement strategies embedded into instruction**
- ❑ Multiple Assessment tools – for a variety of uses
- ❑ Differentiated materials - below benchmark, ELL, enrichment
- ❑ **Digital component for teacher and students**
- ❑ **High quality** Dual Language materials, rather than materials that have simply been translated
- ❑ **Follow-up professional development after initial training**

Timeline Adoption

Winter 2015-16

- Committee convenes to identify pilot materials (Language Arts)
- Committee reconvenes to review Priority standards, vet scoring rubric (Language Arts)
- January Public Viewing (Language Arts and Math)
- Committee meetings to vet priority standards
- Score piloted materials

Spring 2016

- Recommendation for Adoption presented to the School Board (April)
- Order materials, process and distribute (April – May)
- Begin Professional Development in June – continue in fall 2016

Fall 2016

- Curriculum in use in classrooms

As of April 1, 2016

- Middle School
 - Math – *Core Focus*, and *CPM*
 - ELA – *McGraw Hill*, and *Springboard*
- High School
 - Meeting April 22 for publisher presentations
 - ELA - *Springboard*, and *Jane Schaffer Writing*
 - Math – *Glencoe*, and *Prentice Hall*

Questions



Corvallis
SCHOOL DISTRICT

VII. EQUITY POLICY -- NEW -- FIRST READING

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: May 31, 2016

FOR INFORMATION

SUBJECT: Board Policy Code TBA—Equity—New—First Reading

Issue: The District is committed to equitable access to an inclusive and rigorous learning experience and outcome. To that end, the attached policy was created to elevate the priority of equity in the Corvallis School District.

The Oregon School Boards Association is currently preparing a sample Equity policy, assigning code letters, and including legal references. Once the code and legal references are published, they will be added to our policy.

Options Considered: Not adopting the policy.

Involvement: District office staff.

Consequences:

Cost Impact: Unknown.

CONTACT PERSON(S): Erin Prince, Kerry Richey

Equity

The Corvallis School District is committed to equitable access to an inclusive and rigorous learning experience and outcome that honors each student’s race, culture, socioeconomic status, language, ability, gender, and sexual orientation resulting in engaged citizens and leaders of the future.

A more equitable, just, and economically sustainable society hinges on realizing the principles of educational equity. Education is a determining factor in our students’ future health, economic well-being, successful parenting, civic involvement, and contributions to society.

In order to break the persistent link between student demographics and student achievement, the district must apply the vision of equity to all policies, programs, operations, and practices. Our goal is to raise the achievement of all students, narrow the gap between the lowest and highest performing students, and graduate all our students prepared for college or career. To do this, the district will provide the leadership and resources such that every student, regardless of his or her unique circumstances, is provided the opportunities, access, and experiences that lead to academic, emotional, physical, and social success.

We believe:

- Each student can reach high levels of achievement when supported by a challenging curriculum, effective instruction, engaging relationships, and an environment that promotes his or her well-being;
- Maximizing the academic achievement of every child requires allocating resources according to need;
- Every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility; and
- Home, school, and community play a critical role in supporting children’s educational goals.

To realize our beliefs, the district will:

- Develop and implement an equity vision action plan;
- Use data, disaggregated by race, ethnicity, language, special education, gender, family economics, and mobility (when available) to inform district decision-making;
- Create and nurture an inclusive and welcoming environment for all students, families, and staff;
- Provide students with high quality curriculum, effective teachers and principals, and sufficient support services to achieve parity in outcomes with differential resource allocation;

- Recruit, employ, support, and retain a high quality workforce that reflects racial, gender, and linguistic diversity and is balanced to reflect the diversity of the student body;
- Support personnel at all organizational levels to engage in culturally responsive practices and delivery of service;
- Identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- Incorporate the voice and perspectives of students, families, and communities that reflect student demographics into decisions that benefit student success; and
- Incorporate the vision of equity in the district’s goals, strategic improvement plans, and budgets with measureable outcomes to attain the goal of preparing all students for college and career.



Corvallis

SCHOOL DISTRICT

VIII. BOARD SELF-EVALUATION

IX. CONSOLIDATED ACTION

IX.A. Adopt 2016-17 Board Meeting Schedule

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE:

FOR ACTION

SUBJECT: School Board Meeting Schedule 2016-17

The 2016-17 School Board meeting schedule resembles that of 2015-16 but the terminology for the types of meetings has been refined; the term “business meeting” has replaced “regular meeting” to avoid confusion for the community. Business meetings are typically the only meetings at which public comment and Board action are taken, with the exception of “special meetings,” which could include either.

ACTION REQUESTED:

Adopt the 2016-17 School Board meeting schedule.

CONTACT PERSON: Julie Catala, Board Secretary



Corvallis School District 509J

Board of Directors

2016-17 Meeting Schedule

Draft as of 05-23-16

August 15, 2016 – Business Meeting
September 12, 2016 – Business Meeting
September 26, 2016 – Work Session
October 3, 2016 – Business Meeting
October 17, 2016 – Retreat
November 7, 2016 – Business Meeting
November 21, 2016 – Work Session – School Improvement Plans
December 5, 2016 – Business Meeting
December 12, 2016 – Work Session – School Improvement Plans
January 9, 2017 – Business Meeting
January 23, 2017 – Work Session
February 6, 2017 – Business Meeting
February 20, 2017 – Work Session
March 6, 2017 – Business Meeting
March 13, 2017 – Work Session
April 10, 2017 – Business Meeting
April 24, 2017 – Work Session
May 1, 2017 – Budget Committee Meeting
May 8, 2017 – Business Meeting
May 15, 2017 – Budget Committee Meeting
May 22, 2017 – Business Meeting
May 30, 2017 – Budget Committee Meeting (a Tuesday)
June 19, 2017 – Business Meeting

Meetings generally begin at 6:30 p.m. and are held at the School District Administrative Offices, 1555 SW 35th Street, Corvallis; however, times and locations can vary, and dates are subject to change. Extra meetings are sometimes scheduled and types of meetings sometimes change. Public/staff testimony is generally accepted only at Business Meetings. Current meeting announcements and agendas are posted on the district's web site at <http://www.csd509j.net/en-us/districtinformation/schoolboard.aspx>. More information is also available by calling 541-757-5841 or emailing julie.catala@corvallis.k12.or.us. Official notice for each meeting is posted at the School District Administrative Offices; notice is also sent to the Benton County Courthouse and the Corvallis Gazette-Times newspaper. Business meetings, work sessions, retreats and special meetings are open to the public. Executive Sessions are closed to the public. For information on how to provide input to the Board, visit: <http://www.csd509j.net/en-us/districtinformation/schoolboard/howtoprovideinputtotheschoolboard.aspx>



Corvallis

SCHOOL DISTRICT

IX.B. Minutes

IX.B.1. April 11, 2016

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

I. CALL TO ORDER AND ROLL CALL

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

<p><u>BOARD MEMBERS PRESENT</u> Vincent Adams Judy Ball Bill Kemper Alexis McQuillan Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director Ryan Noss, Student Services Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Sami McDonald, College Hill Emma McDonald, CHS Nessa Meade, CVHS</p>
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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

Board members provided brief updates regarding the District work groups to which they are liaisons and the activities they attended throughout the District.

IV. STUDENT REPRESENTATIVE REPORTS

Student representatives provided highlights about the events and activities involving their schools.

V. RECOGNIZE GOLDEN APPLE AWARD RECIPIENTS

Dr. Prince provided brief comments about each of the recipients. Corvallis Public Schools Foundation Executive Director Liv Gifford and Board Chair Karen McEwan added their congratulations.

VI. SUPERINTENDENT'S REPORT

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

VIII. PUBLIC/STAFF COMMENT

College Hill High School students Kesaia Fifita and Dylan Frizzell, and counselor Cathy Wright invited the Board to attend the College Hill Resilience Fast Film Project, which will take place in May. The festival features short films created by College Hill students about their lives and the things they've gone through. This is the first time the project has been undertaken and it was funded with a \$1,300 grant. Students worked with a digital storytelling instructor from Linn-Benton Community College. They hope that the cost of tickets will be able to ensure that the project could take place again next year.

Corvallis School District art teachers Dana Monroe, Claudia Hall, Carie Roberts, Rachael Sanders and Keith Moses spoke on behalf of all art teachers in urging the Board to include art in the upcoming local option levy renewal. Ms. Monroe read from a prepared statement, which will be filed with the minutes of this meeting; she provided the Board with a copy of a peer-reviewed article regarding the benefit art instruction has on student achievement, which also will be filed with the minutes of this meeting. Mr. Moses said teachers' number one issue regarding equity is the difference in art instruction between Corvallis schools. Ms. Hall said it's unconscionable that we don't have art education in all the elementary schools.

Chair Rochester noted that the Board is pretty unified in support of art in all schools and that it's a pretty high priority for Board members.

Director Newsham said he agrees with the teachers' sentiments. He urged them to advocate for themselves, beyond just the Board, until the levy is passed because the broader community needs to hear about this issue.

Amy Ridling, 29730 Harvest Drive SW, Albany, spoke in support of art instruction. She said she is the Lincoln Elementary School PTA president; the PTA has talked about spending its budget on bringing art to the students because it was that important to them as parents. She added that they were able to fund a .3 FTE position and the results have been amazing. She said her kids come home excited about what they learned in art that day. She said she wants the Board to know how important this issue is to parents.

Chair Rochester said that the more people in the community who advocate for the entire levy, not only enhanced art in the schools, the better position the District will be in to meet more needs of our students and parents. He added that the levy represents approximately \$4.5 million in revenue for the district; these conversations with the Board are important but equally important are conversations between parents and the community.

Margit Foss, 1955 NW Larch Avenue, Corvallis, expressed concerns about expansion of 1:World initiative in that there are no external keyboards for the iPads. She added that Hoover Elementary School's PTA bought keyboards for all its iPads. She referred to the Instructional Technology Study Overview given at the March 7, 2016 Board meeting, and said that the presentation showed that it isn't even possible to measure the effectiveness of the 1:World program. She said the presentation also called into question the data from other districts, which were nothing but anecdotes. She opined that the costs vs. the benefits need to be included if there is to be any meaningful conversation about the program. She said the Board needs to make the current iPads more useful by purchasing external keyboards.

Lucy Wu, 2167 NW Fritz Place, Corvallis, spoke about seismic safety of schools besides the recently-built Corvallis High School and Linus Pauling Middle School. She said that the other schools are at high risk of collapse in the event of an earthquake, and a lot of classes are held in modular units, which are not seismically safe. She expressed dismay that on rainy days, Hoover Elementary School students get soaked, subsequently fall ill, after walking back and forth to the modulars without shelter. She also expressed concern regarding class size, saying that her daughter's grade consists of 90 students, who are split into several classes, including blends. She said that facilities funds are being spent on iPads; if K-1 student usage of iPads averages 30 minutes per day, the remaining 90% of resources are being wasted.

Hathai Sangsupan, 2004 NW Woodland Drive, Corvallis, asked for at least quadrupling the funding for secondary science supply budgets. She referred to a letter her daughter had brought home from the CVHS science department asking for \$5 donations from all parents and explaining that the district's funding provides less than \$1.50 per student for science for the year. She said that for years, teachers have had to solicit donations and provide from their own pockets, in addition to applying for countless grants. Additionally, she said that students should have reasonably updated textbooks; each year, teachers get told the funding for new textbooks is on the horizon but each year the funding is pushed out further. She said that if the District is so short on funds that they need parents to subsidize, then the District should reexamine the money being spent on iPads. (Note: following the meeting, Ms. Sangsupan provided her comments to the Board; they will be filed with the minutes of this meeting.)

Dr. Prince noted that the District's Equity Transformation Plan includes a lot of conversation regarding school fees.

Erin Scheessele, 3820 NW Hayes Avenue, Corvallis, referred to a comment she said she heard from a Board member at the March 7, 2016 Board meeting, in that our classrooms should reflect the 21st century and iPads should be part of that. Ms. Scheessele said caution is needed when dealing with young minds. She said the District should have engaged the services of Dr. Martin

Storksdieck for the Instructional Technology Study Overview prior to putting the 2016-17 budget together. She said that low-tech tools such as dry erase boards don't have the issues that apps do. She held up a gold-wrapped screw driver affixed with bells and whistles to illustrate that the bells and whistles get in the way of the function of the tool; she asked the Board to delay expansion of the 1:World program for one more year.

Chair Rochester responded that one of the fallacies in Ms. Scheessele's reasoning is that technology is a zero sum game, that what the District spends on technology cuts out of what is spent on art funding.

Director Ball asked Ms. Scheessele if she owns a home computer; Ms. Scheessele said she does.

Andy Roberts, 1476 SW Birdie Drive, Corvallis, urged the Board to allow teachers to request funding for specific projects and to decide the best way to use that funding for their individual classroom needs. He opined that there isn't community support for the use of 1:1 iPads; it is an expensive program that is not proportional to the needs of schools. He gave examples of recent school fundraisers for basic school needs and said that economically strained neighborhoods can't be called upon to fund those types of things. He submitted a copy of a petition with over 500 signatures, which will be filed with the minutes of this meeting. The petition calls for the Board to refocus funding toward art, music, school safety, and lower class size. Mr. Roberts appealed to the Board to partner with parents, teachers and community members to address funding needs. (Note: following the meeting, Mr. Roberts provided his comments to the Board; they will be filed with the minutes of this meeting.)

Chair Rochester asked how many of the 500 signers of the petition have children in District schools. Mr. Roberts said he would provide that information. He said he would appreciate it if Board members would read through the comments, adding that the signers would really like to partner with the Board.

IX. SPECIAL REPORTS

A. Secondary Math and Language Arts Curriculum

Student Services Coordinator Rynda Gregory provided a PowerPoint presentation to update the Board on the status of the adoption process. The PowerPoint will be filed with the minutes of this meeting. Ms. Gregory responded to questions from Board members. She noted that the request for adoption would be brought to the Board next month.

B. Anticipated Repairs, Maintenance and Capital Improvement Projects

Facilities Director Kim Patten and Finance and Operations Director Olivia Meyers Buch gave a PowerPoint presentation and distributed an information sheet, both of which will be filed with the minutes of this meeting.

Some of their comments included:

- The safety projects were identified as top priorities by the District's Safety Committee.
- We know we're going to be doing some long range planning in the near future, so what we're talking about tonight is maintaining our investments until the planning is complete.
- Sometimes it's more efficient to do projects at the same time (e.g., replacing roof at the same time a building is being renovated).
- Two main sources of funds are the General Fund for routine projects and ongoing maintenance and repairs, and the Construction Excise Tax.
- A roofing project takes approximately \$500,000.
- The facilities grant has been depleted through this year's annual work; any major projects would require funding through a bond levy.
- We plan to apply for earthquake grants.

C. 2016-17 School Calendar

Human Resources Director Jennifer Duvall and Assistant Superintendent Kevin Bogatin drew the Board's attention to the information sheet and two draft calendars – one for high schools and one for middle and elementary schools – which the Board had received prior to the meeting. The information sheet will be filed with the minutes of this meeting. They responded to questions from Board members and noted that action will be requested at the April 26, 2016 Board meeting.

X. CONSOLIDATED ACTION

Chair Rochester referred to a couple of changes to the February 8, and March 7, 2016 minutes, which had been provided to the Board at the meeting. When the minutes are approved, those changes will be incorporated.

MOTION:

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

The following items were approved:

- Minutes** – February 8, 2016; February 22, 2016; March 7, 2016
- Licensed Personnel Recommendations** – (This document will be filed with the minutes of this meeting.)
- Resolution No. 16-0401 Re-approving PACE Trust Agreement** – (This document will be filed with the minutes of this meeting.)

- D. Employment Contracts/Addendums for Assistant Superintendent, Teaching and Learning Director (formerly called Student Services Director), Finance and Operations Director, and Human Resources Director**
- E. Addition of Two New Non-Represented Employee Positions: Facilities Director and Technology Director** – (This document will be filed with the minutes of this meeting.)
- F. Board Policy DI—Receipt and Deposit of Funds (nka Fiscal Accounting and Reporting)—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- G. Board Policy DIC—Financial Reports and Statements—New—Second Reading** – (This document will be filed with the minutes of this meeting.)
- H. Board Policy DID—Property Inventories—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- I. Board Policy DJC—Bidding Requirements—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- J. Board Policy—DJA—District Purchasing—Rescinded** – (This document will be filed with the minutes of this meeting.)

XI. UNAUDITED FINANCIAL STATEMENTS – February 2016

Finance and Operations Director Olivia Meyers Buch gave a brief overview of the financial statements, which will be filed with the minutes of this meeting.

XII. CONSOLIDATED INFORMATION

The Board received the following information:

- A. Non-Licensed Personnel Information** – (This document will be filed with the minutes of this meeting.)
- B. Administrative Regulation DJC-AR—Special Procurements and Exemptions from Competitive Bidding—Revised—For Information**
- C. Board Policy DJ—District Purchasing (nka Purchasing Standards)—Revised—First Reading**
- D. Administrative Regulation DJ-AR—Purchasing Standards—Revised—For Information**

- E. Board Policy DN—Disposal of District Property—Revised—First Reading**
- F. Board Policy DBE—Budget Preparation—Revised—First Reading**
- G. Administrative Regulation DBE-AR(1)—Budget Preparation Procedures—Revised—For Information**
- H. Administrative Regulation DBE-AR(2) [formerly called Administrative Regulation DBE-AR(3)] —Budget Presentation—Revised—For Information**
- I. Board Policy DBEA [formerly called Administrative Regulation DBE-AR(2)] — Budget Review Committee—Revised—First Reading**
- J. Board Policy DBG/DBH [formerly called Administrative Regulation DBE-AR(4)]— Budget Hearing and Adoption Procedures—Revised—First Reading**

XIII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:42 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.B.2. April 18, 2016

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 6:35 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 Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair	Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director Ryan Noss, Teaching and Learning Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. ACCEPT RESIGNATION OF SUPERINTENDENT ERIN PRINCE

Dr. Prince offered words of appreciation tailored to each Board member. She expressed gratitude for the tireless dedication and deep commitment that Board members have for all students in the District.

Board members took turns offering their thanks to Dr. Prince:

- Your leadership has clearly changed the Corvallis School District for the better. There's no more noble a goal than that. We have been very privileged to have you as our superintendent.
- Even though I've only known you for eight months, I'm really impressed with the entire operations of the schools. I, too, wish you weren't leaving but I certainly appreciate that

I would be making the same call if I were in your position. You're leaving us in a very good position – a lot of great ideas and a lot of people who can continue to take us forward.

- I really appreciated the opportunity to participate in and to see some of the pieces come together in the District because of your leadership.
- My inclination in situations like these is to get depressed but the fact of the matter is we knew this day would come. We are incredibly grateful for the progress that you have helped create in Corvallis. And there's momentum there that needs to continue. So rather than just being depressed, I've decided that we need to look at this as an opportunity; we need to find somebody to replace you who will have all of your best traits but will also bring additional traits to the table that we need going forward. I hope you understand how very profoundly grateful we are for what you have done here.
- I've served in a lot of organizations – business and non-profit – and I don't think I've ever seen one with so much energy. Even in the three years that I've been on the Board, there has really been a transformational change in the passion of the leadership and staff as well. I'm very optimistic about moving forward and I'm very, very grateful for the work that you've done.
- The most exciting thing for me has been to go out into the schools and to see the work that's being done and the passion of all of the principals and the teachers we've talked to. Everyone is on it. That's come from your leadership. Even in such a large organization, everyone is still working together and that makes me really optimistic. I'm sad you're leaving.
- When you came in, this was an underperforming district given its assets, both internally and from the community that strongly supports schools and the parental work done in the schools. It was just falling short. There were students who were going to do well anywhere, but there were large numbers of students who weren't. You destabilized the District, which really needed to be done. It was not a matter of making subtle adjustments and working in the margins; major systemic change was necessary. But there was a vision of where to go having done all of that; it may have not all been clear at the very beginning. The leadership in the District is incomparably better than it was five years ago. Fundamental changes were made in direct resource allocation. Brilliant personnel management. The toolkit that a superintendent needs is incredibly complex. One thing a superintendent must do is manage personnel; identifying the right person at the right time for the right job. This is not a crisis; this is an orderly, normal succession/handover. We all wish you well. I feel really lucky to have kept you for five years.

MOTION:

It was moved by Director Kemper and seconded by Vice Chair Sauret to accept the resignation of Superintendent Erin Prince, whose last work day will be August 14, 2016. The motion was voted on and unanimously approved.

IV. SUPERINTENDENT SEARCH

Human Resources Director Jennifer Duvall said she has been in contact with the Oregon School Boards Association (OSBA) to make sure all of the components and legal requirements are in place. She led the Board through the steps of the process, noting that today is the first part of the process.

A. Type of Search

Ms. Duvall offered some comments including:

- I recommended an interim appointment based on the time of year and knowing that there are quality candidates on the District's Leadership Team.
- Oregon doesn't have a statute limiting the amount of time an interim can serve.
- An interim search goes through the same steps as a full search but in a shortened timeline.
- Once an interim superintendent has been hired, the Board can wait to decide the type of process they'd like to use to fill the position following the interim appointment.

Board members discussed the options for the search type.

MOTION:

It was moved by Director Adams and seconded by Vice Chair Sauret, to hire an interim superintendent whose duties would start July 1, 2016 and run through June 30, 2017. The motion was voted on and unanimously approved.

B. Process and Timeline

Ms. Duvall's remarks and responses to questions and concerns raised by Board members included:

- I recommended an internal search vs. an external one, based on the quality of leaders in the District and the time of year this search is taking place.
- If you were to do an external search, you would need to extend the process timeline much further and there would be more steps involved.
- Having an internal candidate allows the District to continue moving forward with the work rather than having to come in and establish relationships.
- All of our leadership team is moving in the same direction and I think anyone will be able to pick up and keep the work moving forward.
- It would be up to the new superintendent to decide whether to backfill the position on the Leadership Team that would be vacated by the selection of an internal candidate. I would recommend that any backfill be temporary but I believe we have such quality staff that we will be able to backfill very easily.

Some of the Board members' comments during the discussion included:

- We're trying to balance having a good process and getting a good outcome for the District with getting it done so that the person will have enough time to work with Dr. Prince before her departure.
- We have a very coherent and forward thinking leadership group and we're very fortunate for that.
- We're so late in the season; we're almost certainly going to do better by the District by appointing an internal, interim candidate.
- I do think we have a lot of quality staff and I feel that we have a lot of things moving along in a really good way; bringing someone new in at this time would be very disruptive.
- All of our current leaders are moving in the same direction in terms of equity and other priorities; so, an internal candidate would be the least amount of disruption.
- A full search would have to be done in a terrible rush; by appointing an internal candidate, we take an awful lot of pressure off of the Board and staff.
- If it were internal, this person could also apply for the external search.
- Interim doesn't mean that this person could only serve for one year and one year only; that person could apply during the full search.

MOTION:

It was moved by Director McQuillan and seconded by Vice Chair Sauret, to hire an internal candidate for the interim superintendent position. The motion was voted on and unanimously approved.

C. Minimum Qualifications, Key Dates, Public Input, and Screening and Interview Committees

Ms. Duvall initiated a discussion regarding the minimum qualifications, key dates, public input, and the screening and interview committees. Director Ball requested an extension of the proposed survey deadline from April 23 to April 26, to allow more people a chance to provide input. Consensus was reached to extend the deadline to April 26; additionally, there will be a special Board meeting on April 26 to entertain public comment regarding the qualities and qualifications. Another special Board meeting would be held, on April 28, to adopt the qualities and qualifications desired in an interim superintendent.

MOTION:

It was moved by Director Ball and seconded by Vice Chair Sauret to adopt the following process for selecting the interim superintendent:

- **Gather public input via a survey open through April 26, 2016, and at a public meeting on April 26, 2016.**
- **The screening and interview committees will be composed of the school board, the executive team, and the board secretary.**

- **The minimum qualifications for applicants are a valid superintendent's license, at least five years of administrative experience, and current employment with the district.**
- **The required application materials are a resume, a letter of interest, and five professional references.**
- **Screening and interviews will occur in Executive Sessions held on April 28, and May 6, 2016, respectively.**
- **Selection will be made by May 9, 2016.**

The motion was voted on and unanimously approved.

D. Salary Range

Board members engaged in a discussion regarding the salary range and contract parameters.

MOTION:

It was moved by Director Adams and seconded by Director Ball that:

- **The salary range for the interim superintendent be \$137,000-\$147,000.**
- **The contract parameters include up to the same as the current superintendent's contract, with the consideration of the addition of tuition reimbursement.**
- **The contract will be negotiated by the Board Chair.**
- **The draft contact will be reviewed by legal counsel.**

The motion was voted on and unanimously approved.

V. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 7:55 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.B.3. April 25, 2016

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 6:36 p.m. in the Corvallis High School, 1400 NW Buchanan Avenue, Corvallis, OR 97330. 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 Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair	Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Ryan Noss, Teaching and Learning Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. CORVALLIS HIGH SCHOOL STUDENT SHOWCASE

Corvallis High School's (CHS) Spartacapella, under the direction of Aubrey Patterson, performed several songs.

IV. SPOTLIGHT ON CORVALLIS HIGH SCHOOL

Principal Matt Boring and Assistant Principal Paul Navarra provided information about the programs and activities at CHS. They also shared information regarding academic achievement, student growth, Home Court, Juntos, and increasing Latino student participation in extracurricular activities.

V. DUAL LANGUAGE IMMERSION PROGRAM

Equity and ELL Coordinator Marcianne Rivero Koetje, Garfield Elementary School Principal Leigh Santy, Linus Pauling Middle School Principal Alicia Ward-Satey, Corvallis High School Assistant Principal Paul Navarra, Corvallis High School Teacher Amanda Filloy Sharp and Lincoln Elementary School Principal Aaron Hale presented. Their PowerPoint presentation will be filed with the minutes of this meeting.

Some of the information provided included:

- The goals of the Dual Language Immersion (DLI) program are that all students will become bilingual and biliterate, will reach or exceed grade level academic benchmarks, and will develop cross cultural awareness and competencies.
- The District serves over 500 English Language Learners (ELLs).
- The District received a \$120,000 DLI Pathways Grant through the Oregon Department of Education.
- Some of the challenges include
 - ◆ Recruitment and retention of high quality staff
 - ◆ Authentic materials; resources in Spanish
 - ◆ K-12 Curriculum Alignment
 - ◆ Professional Development
 - ◆ Expanding class offerings in Spanish
- Some of the next steps include
 - ◆ Increase district translator time
 - ◆ Release time for teachers
 - ◆ Partner with WOU and OSU
 - ◆ Expand instructional coaching support
 - ◆ Align DLI practices vertically

It was noted that 26 Corvallis School District students will graduate this year with the Oregon Seal of Biliteracy. Dr. Prince noted that Ms. Filloy Sharp was instrumental in bringing that designation to fruition at the state level.

In response to a question from a Board member, Ms. Filloy Sharp noted that some school districts offer incentives for DLI teachers to stay, such as extra steps, bonuses, or granting their children entrance into DLI; however, Corvallis doesn't. Dr. Prince noted that the District offers additional steps to DLI teachers; however, allowing a teacher's child automatic enrollment in DLI is a breach of ethics and is being discussed at the state level.

Student Jenny Hernandez, who will graduate with the Seal of Biliteracy this year, said that she's been in DLI since kindergarten. She said that she's really happy that she can communicate not only in English but also in her mom's language; she can interpret for her mom.

Student Mischa Neal, who will also graduate with the Seal of Biliteracy this year, said she started DLI in kindergarten as a monolingual English speaker. She said she is going to study Spanish next year in college.

Socorro Calderon said her younger son will be a freshman at CHS next year and is already bilingual after being in DLI. Ms. Calderon shared that she had been hesitant to move her kids to Garfield for the DLI program because she feared they'd fall behind. But being in DLI has ultimately opened so many doors for her older son, who graduated from DLI and is now a sophomore at Oregon State University. Ms. Calderon said she feels kids' brains develop more from being in DLI, and she always recommends the program to other parents.

Dr. Prince talked about the bilingual teaching program coordinated by Human Resources Director Jennifer Duvall; it's for students and classified staff – a “grow your own” program for retaining and recruiting staff. Dr. Prince added that the District has some incentives for recruiting bilingual staff, and provides mentoring support for new teachers to make sure they have what they need to be successful so they'll stay.

Student Anya Callaghan read aloud her poem entitled “Cuando me llaman bilingüe”, which won the high school poetry category in the National Celebration of Spanglish Day Creative Writing Contest.

VI. PUBLIC COMMENT

Denise Cardinali, 6017 SW Grand Oaks, Corvallis, urged the Board to increase the resources provided to CHS for autism support. She said the number of students with autism has risen to the point that the lone staff member of Home Court cannot adequately support such a large group and must devote all of her time to students who are in the red zone. Ms. Cardinali said she researched the resources that are invested in programs such as AVID and found that there is funding for extensive training, extra staffing with tutors, and technology. She said the District needs to look at the support provided for specialized technology for special education students, which requires a specialized skill set that differs from managing technology for general education students.

VII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:51 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.B.4. April 26, 2016

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

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Bill Kemper Alexis McQuillan Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director Ryan Noss, Teaching and Learning Director
<u>BOARD MEMBERS EXCUSED</u> Judy Ball	

A quorum was present and due notice had been published.

III. ADOPT 2016-17 SCHOOL CALENDARS

Human Resources Director Jennifer Duvall drew the Board's attention to the proposed calendars for elementary/middle schools and for high schools, which had been provided to the Board prior to the meeting. Ms. Duvall responded to clarifying questions from the Board.

MOTION:

It was moved by Director Adams and seconded by Director Kemper to approve the calendars as submitted. The motion was voted on and unanimously approved.

IV. PUBLIC COMMENT REGARDING THE DESIRED QUALITIES AND QUALIFICATIONS FOR INTERIM SUPERINTENDENT

No one provided comments.

V. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 6:37 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Unadopted Minutes



Corvallis

SCHOOL DISTRICT

IX.B.5. April 28, 2016

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

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams Judy Ball Bill Kemper Alexis McQuillan Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair	Kevin Bogatin, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director Ryan Noss, Teaching and Learning Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. ADOPT QUALIFICATIONS FOR INTERIM SUPERINTENDENT

Human Resources Director Jennifer Duvall explained that this meeting is to give the Board the opportunity discuss the public input received and decide on the specific qualities and qualifications for the interim superintendent. Ms. Duvall drew the Board's attention to the survey results.

The board reviewed the qualities and qualifications which the school board had adopted in 2010 as it prepared to hire a superintendent for the 2011-12 school year. Board members noted that much of what they saw in the 2016 survey was already included the 2010 document. One item was added based on the survey results: Able to establish and build high levels of trust with students, staff, parents, the community, and the Board.

MOTION:

It was moved by Director Adams and seconded by Director McQuillan to adopt the qualities and qualifications as developed at this meeting. The motion was voted on and unanimously approved.

IV. EXECUTIVE SESSION

The Board met in Executive Session following the public meeting under ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents

V. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 7:10 p.m. and the Board moved into Executive Session following a short break.

Chris Rochester, Board Chair

Prepared By: Julie Catala

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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.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841