



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, July 10, 2017 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

Monday, July 10, 2017
6:00 PM

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

Meeting Details: Monday, July 10, 2017, 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. LONG RANGE FACILITIES PLANNING UPDATE

CORVALLIS SCHOOL DISTRICT

Facility Planning Committee

Draft Plan Overview

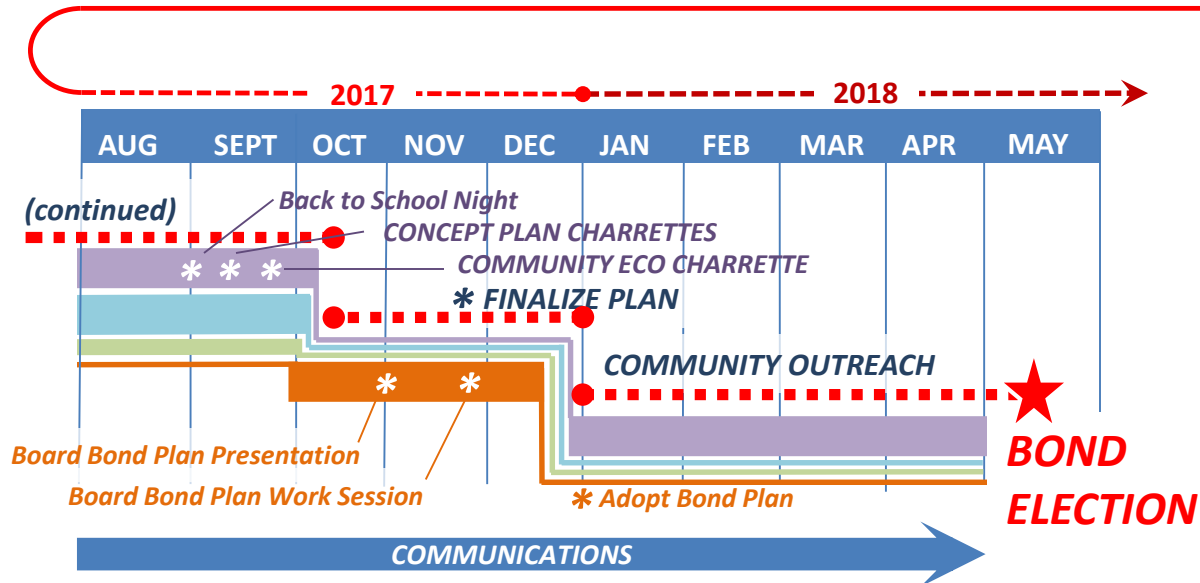
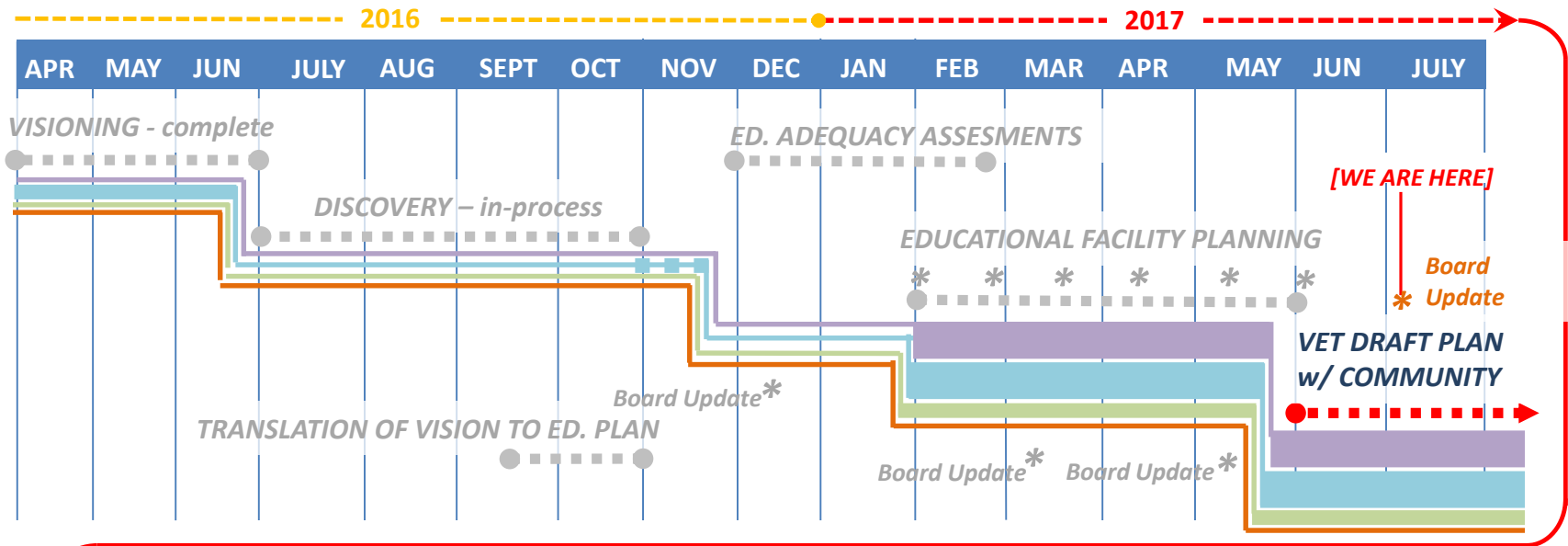
School Board Meeting

July 10, 2017

AGENDA

- *A Long and Thoughtful Journey*
 - “The Road Ahead” Visioning
 - Translating the Core Values Educationally
 - Providing Facilities to Support Learning
- *Implementation of Our Core Values*
- *Proposed Site Improvements at Each School*
- *Next Steps*

Facilities Planning Timeline



Core Values

Core Values Icons

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.



Collaboration

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.



Inclusion

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.



Learning

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.



Community

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.



Adaptability

What is currently in the
DRAFT plan?

Draft Plan CONSENSUS

- **Address Capital Repairs District-wide**
 - Seismic/Structural
 - Building Envelope
 - Infrastructure Systems (Mechanical, Electrical, Plumbing, Heating/AC)
 - Safety & Security
 - ADA Accessibility
 - Site Circulation

Draft Plan CONSENSUS

- **Educational Program Supports**

- Separate Elementary Gyms and Dining Commons
- Eliminate Modular Buildings
- Provide Designated Program Space (Music, Art/Science) at Elementary Schools
- Provide Student and Family Support Spaces at Elementary Schools
- CTE Improvements at Middle and High Schools
- Create Collaboration Spaces at Elementary Schools

Draft Plan CONSENSUS

- School Renovations or Replacement
- Middle and High School Collaborative Spaces Improvements (learning and social)
- Outdoor Learning Upgrades and New Covered Play Area Where Needed
- Vehicular Circulation Improvements
- Outdoor Physical Education/Athletic Fields at Middle and High School Improvements

Project Totals Summary

CORE CAPITAL PHYSICAL NEEDS: \$69,400,000

- Seismic /Structural
- Envelope Repairs
- Infrastructure (Mech., Elec., Plumbing, Heating/AC)
- Safety & Security
- Accessibility
- Site Improvements

PROPOSED PROGRAM PROJECTS: \$108,107,000

- Providing Permanent Specialty Program Spaces
- Separate Dining Commons & Gymnasium Facilities
- Secured Entries
- Collaboration Spaces
- Play Shelters / Outdoor Learning
- Career and Technical Education Spaces
- Student / Community Support
- Vehicular Circulation
- Athletic Field Upgrades (MS & HS)

TOTAL PROPOSED BOND AMOUNT: \$177,507,000

Adams ES

22 Teaching Stations

Budget: \$12.8 M



Community / Flex Rm.

Secure Entry / Student Support Services



Multi-Purpose Dining Commons Addition / Kitchen Renovation



Collaboration Spaces
(2) Small at Each
(1) Large at Each





Classroom Addition
(2) Art / Science, & Music
(1) Gen. Ed.

New Play Shelter

Counseling / Specialist / Sensory Rm.



LEGEND

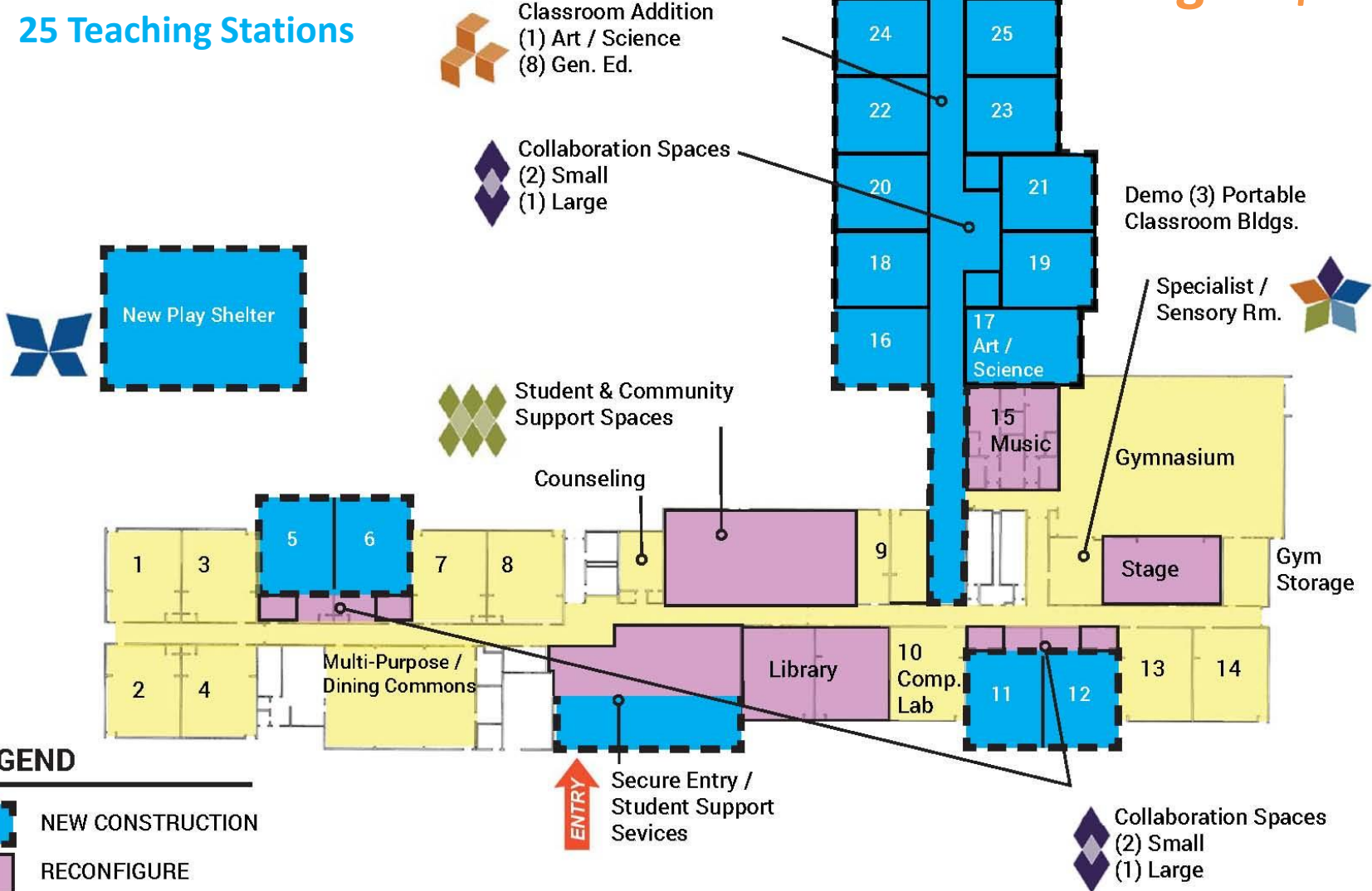
-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED







Garfield ES

25 Teaching Stations

Budget: \$18.4 M



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED



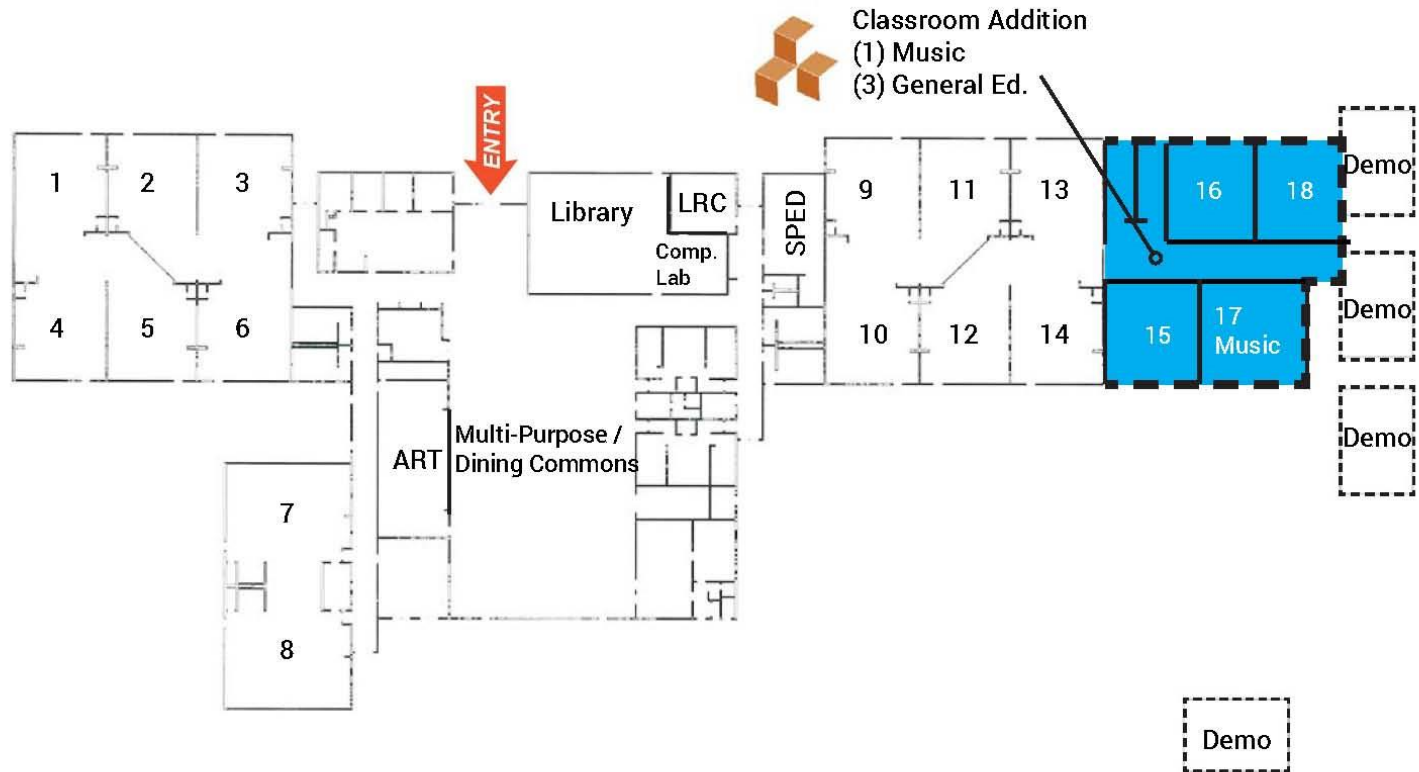


Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017





Hoover ES

18 Teaching Stations

Budget: \$12.6 M



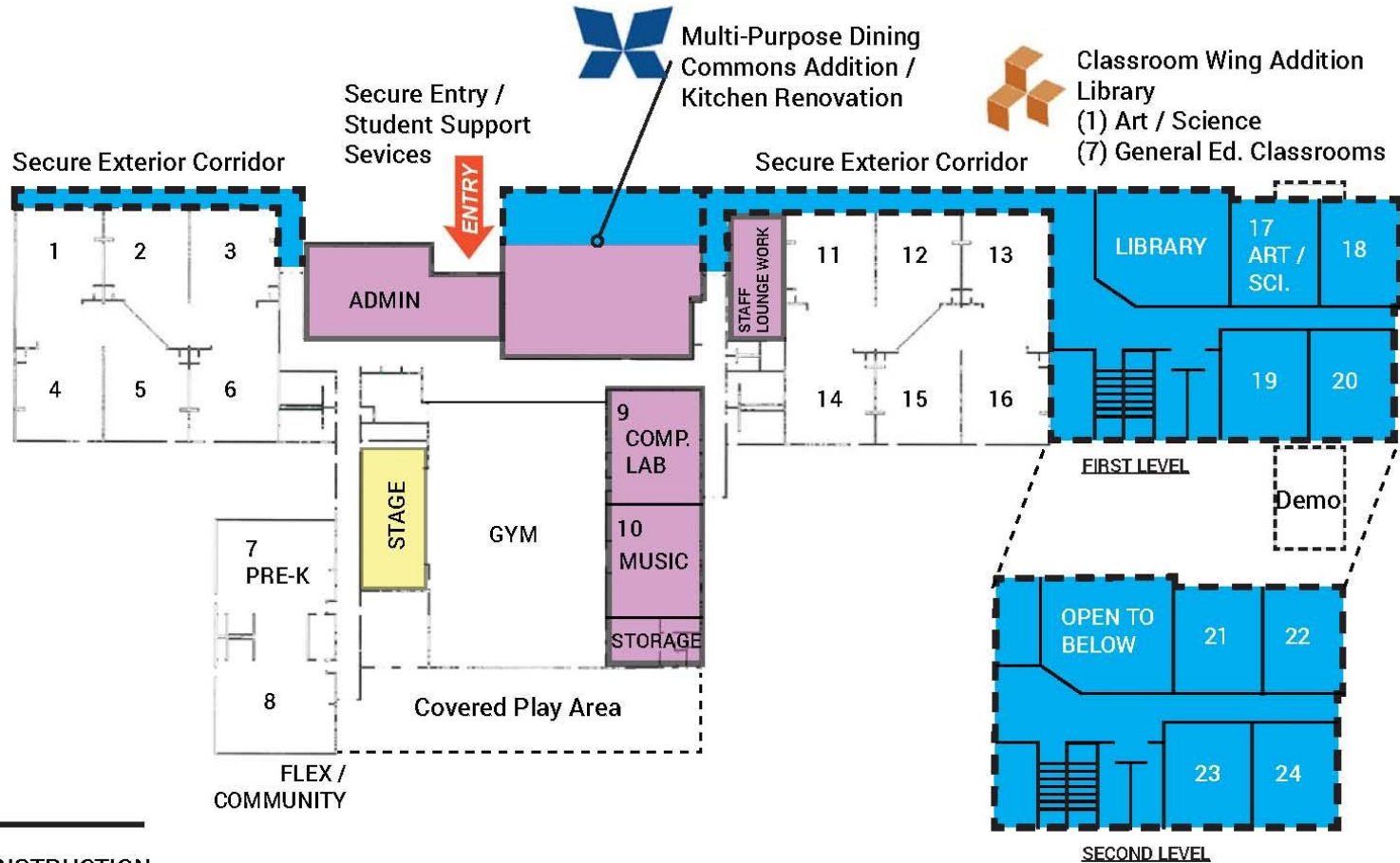
LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED







Hoover ES

24 Teaching Stations



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED





Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

Jefferson ES

20 Teaching Stations

Budget: \$15.2 M





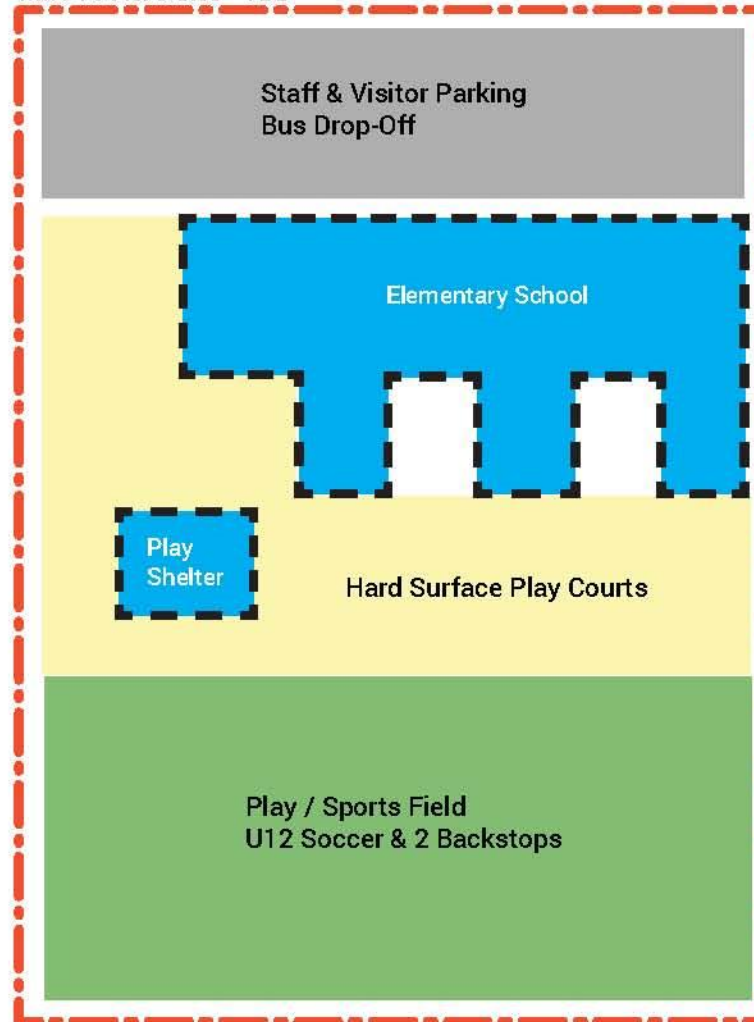
Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

Lincoln ES





25 Teaching Stations

Budget: \$33.9 M

MIN 10 Acre Site - TBD



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED

NOT TO SCALE
GRAPHIC ONLY

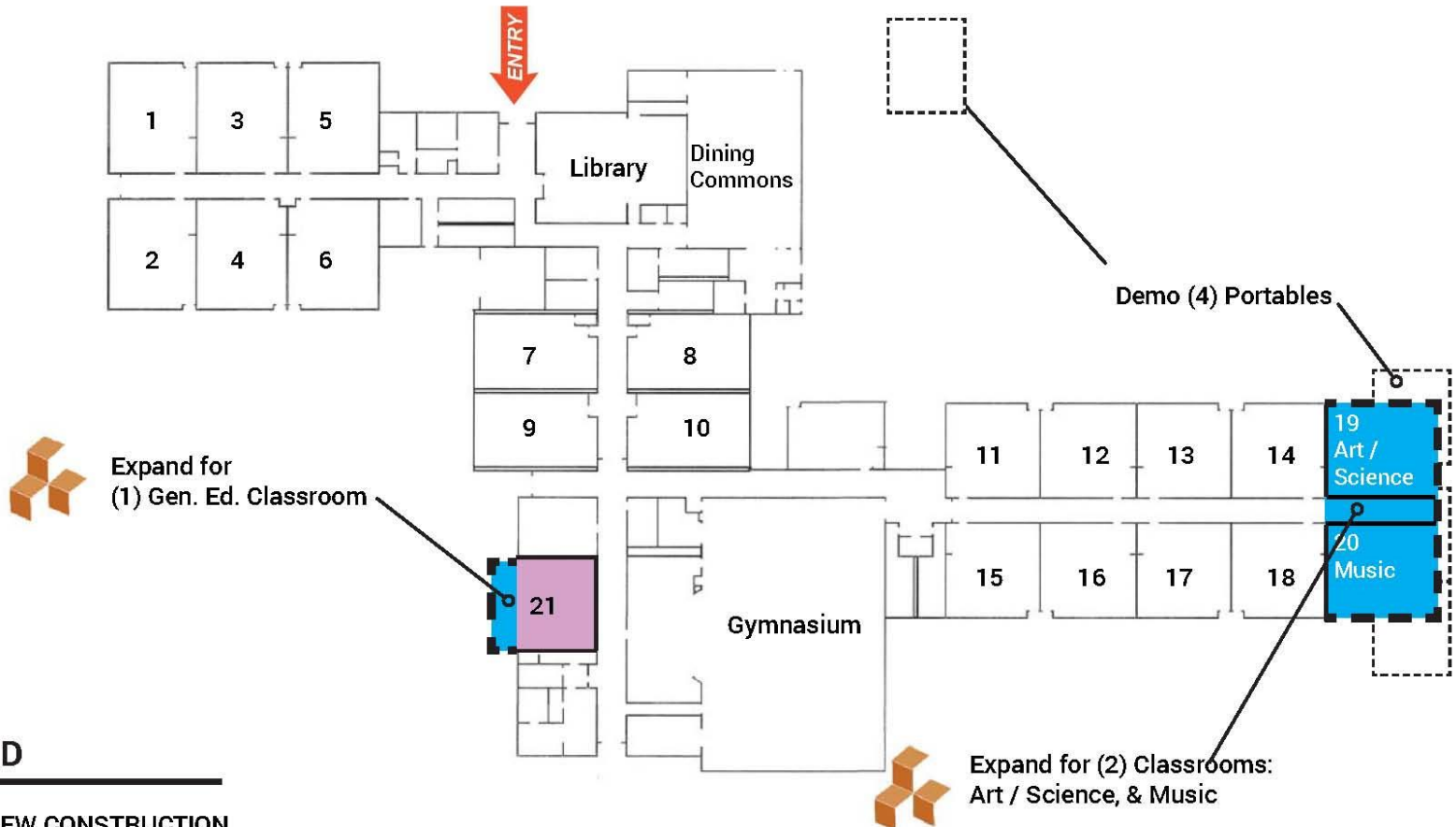


Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017





Mountain View ES

20 Teaching Stations

Budget: \$8.9 M



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED






Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

Wilson ES

23 Teaching Stations

Budget: \$13.7 M

 Multi-Purpose Dining Commons Addition / Kitchen Renovation


 Classroom Addition
(2) Art / Science, & Music
(1) Gen. Ed.

 Counseling / Specialist / Sensory Suite





ENTRY 

Secure Entry / Student Support Services

 Community / Flex Rm.

 Collaboration Spaces
(2) Small at Each
(1) Large at Each

LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED



 Covered Play Shelter





Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

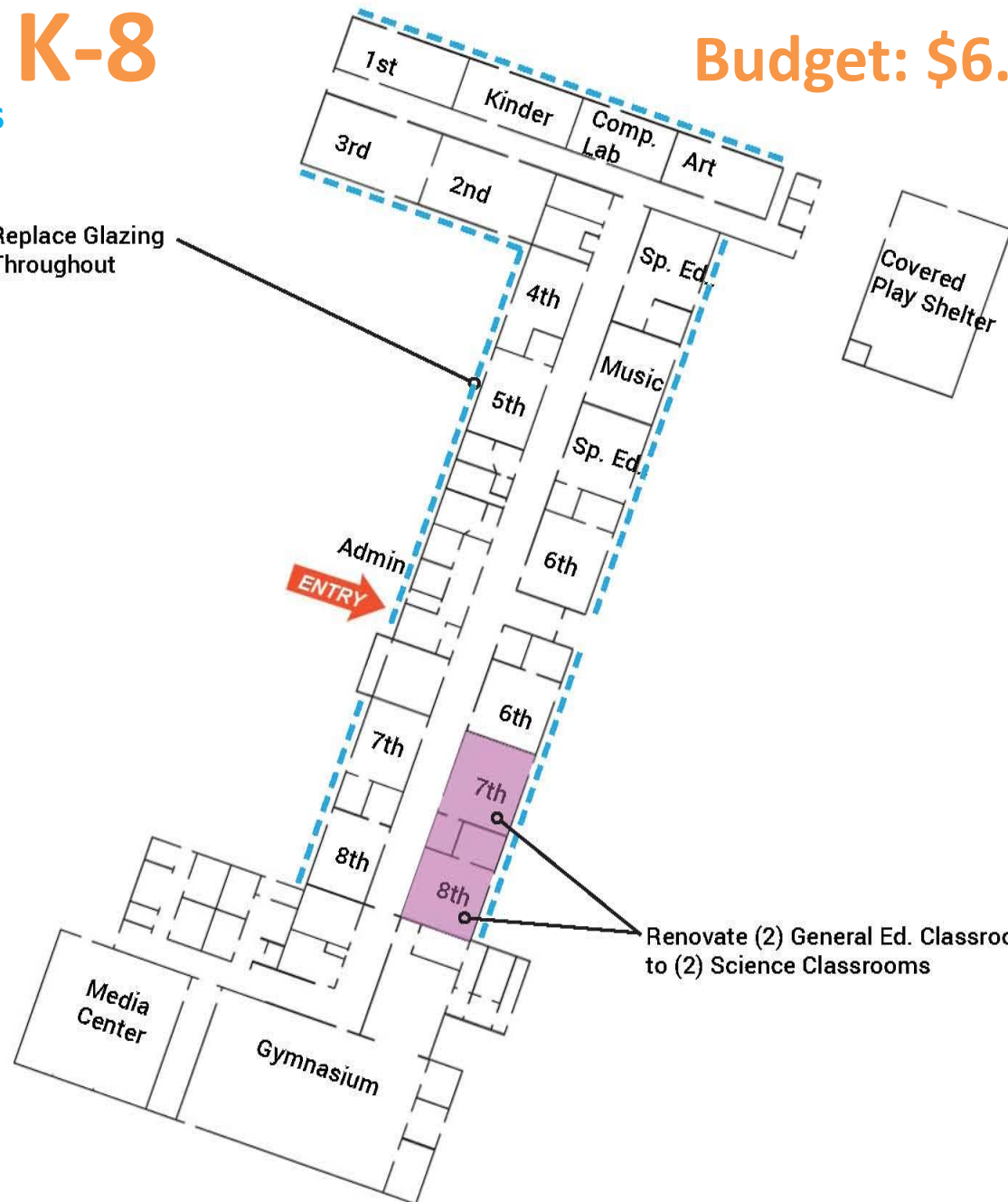
Franklin K-8

17 Teaching Stations

Budget: \$6.7 M



Replace Glazing Throughout



LEGEND



NEW CONSTRUCTION



RECONFIGURE



LIGHT REFRESH



EXISTING / UNALTERED

Renovate (2) General Ed. Classrooms
to (2) Science Classrooms



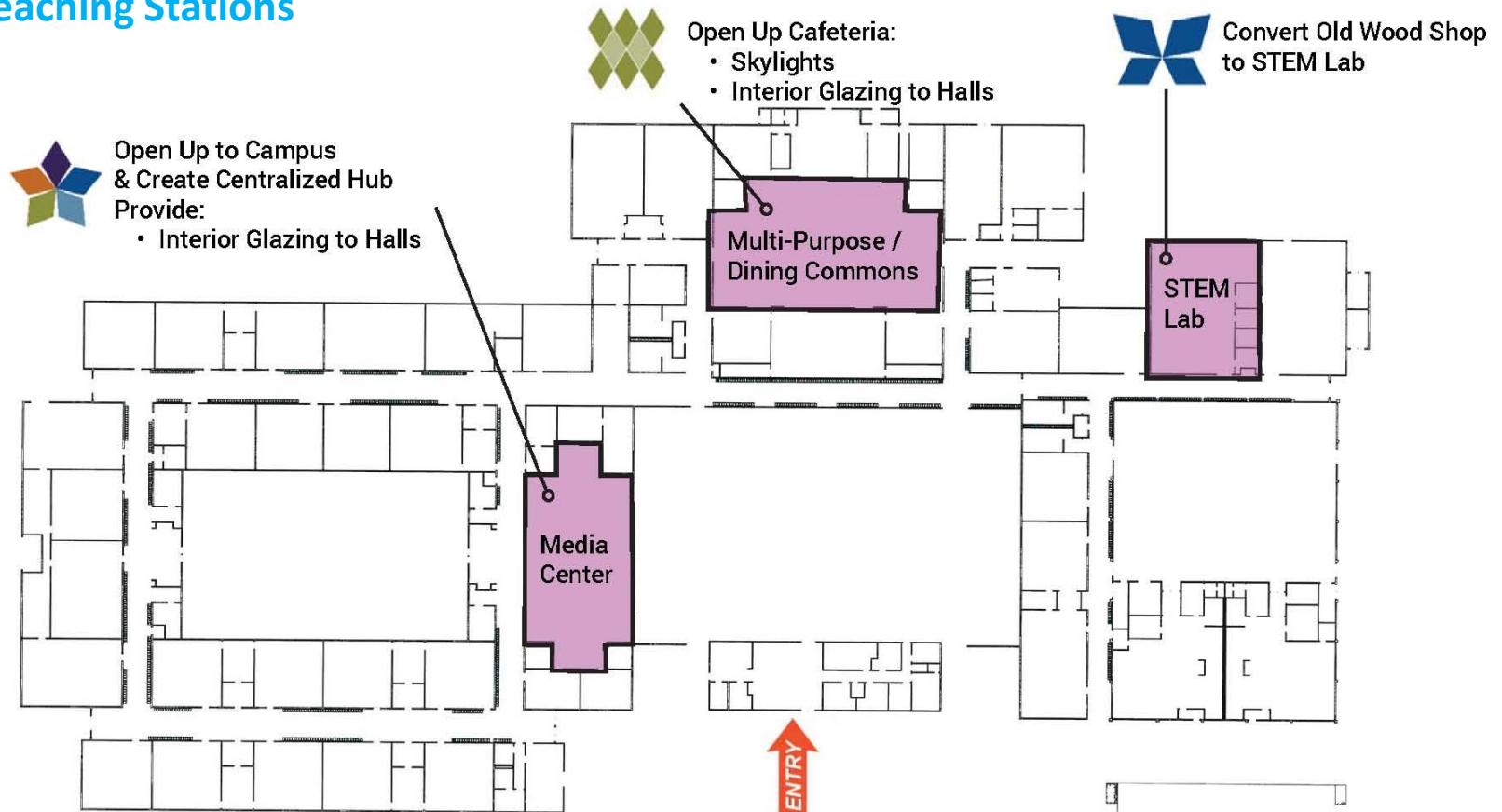


Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

Cheldelin MS


31 Teaching Stations

Budget: \$12.9 M







 Open Up to Campus & Create Centralized Hub
Provide:
• Interior Glazing to Halls

 Open Up Cafeteria:
• Skylights
• Interior Glazing to Halls

 Convert Old Wood Shop to STEM Lab

LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED



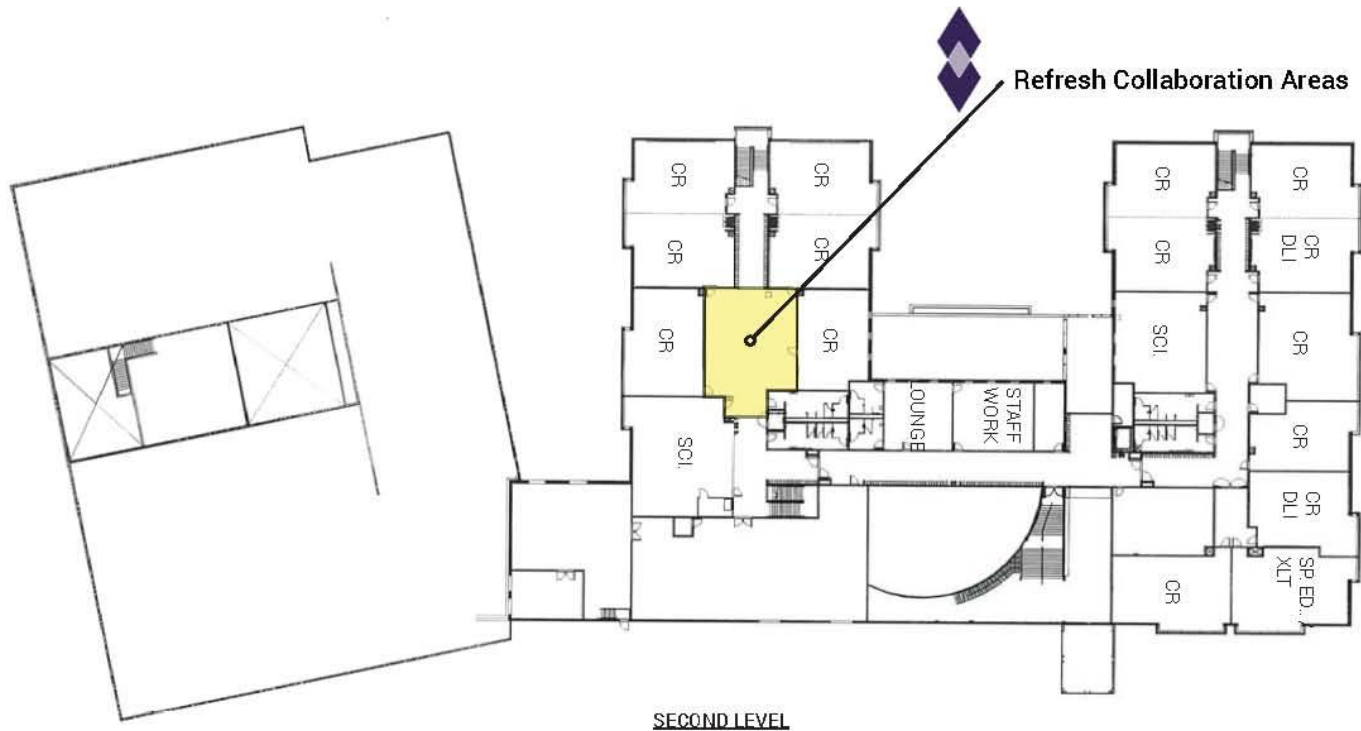


Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017





Linus Pauling MS

39 Teaching Stations

Budget: \$1.8 M



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED





Corvallis HS



Upgrade Site Connection
(Approx. 18,000 SF Improved)

Budget: \$8.4 M



LEGEND



NEW CONSTRUCTION



RECONFIGURE



LIGHT REFRESH



EXISTING / UNALTERED




New Covered Outdoor
CTE Work Yard

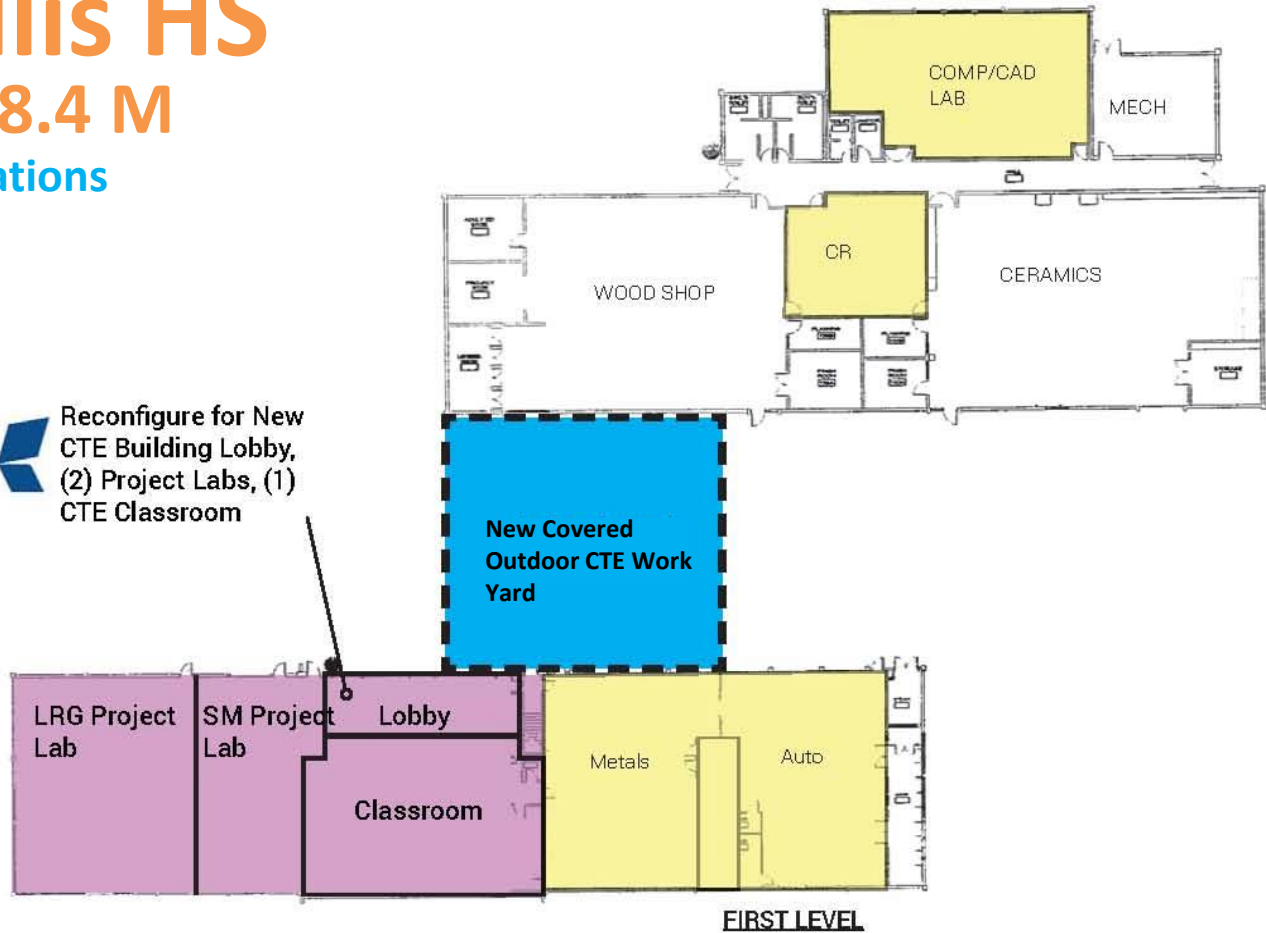


Corvallis HS





Budget: \$8.4 M

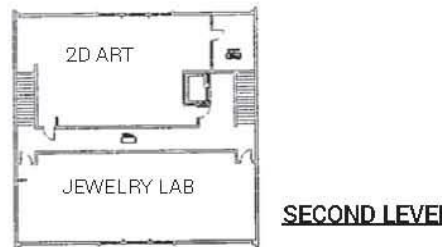
72 Teaching Stations

 Reconfigure for New CTE Building Lobby, (2) Project Labs, (1) CTE Classroom



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED

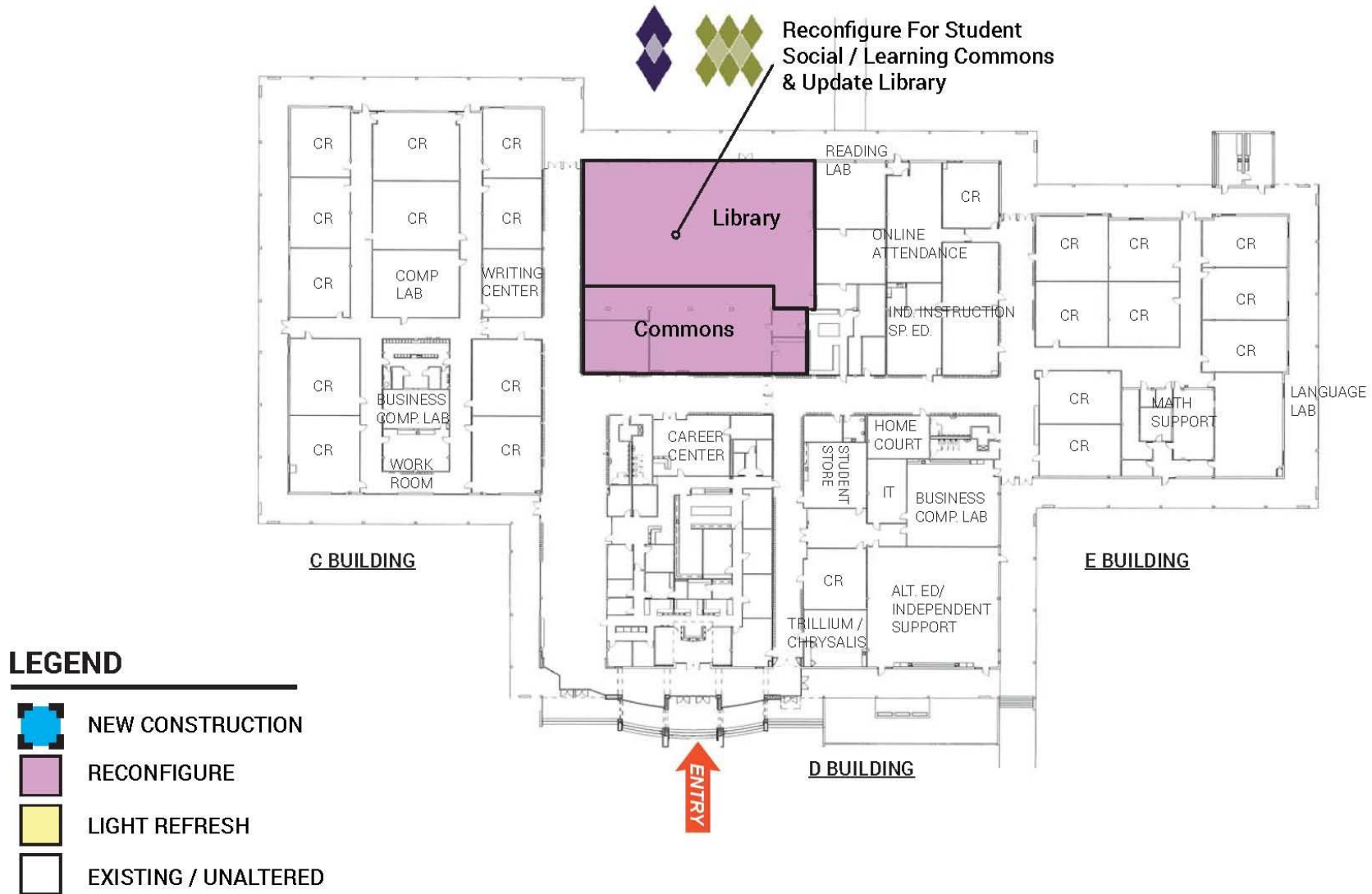




Crescent Valley HS

69 Teaching Stations

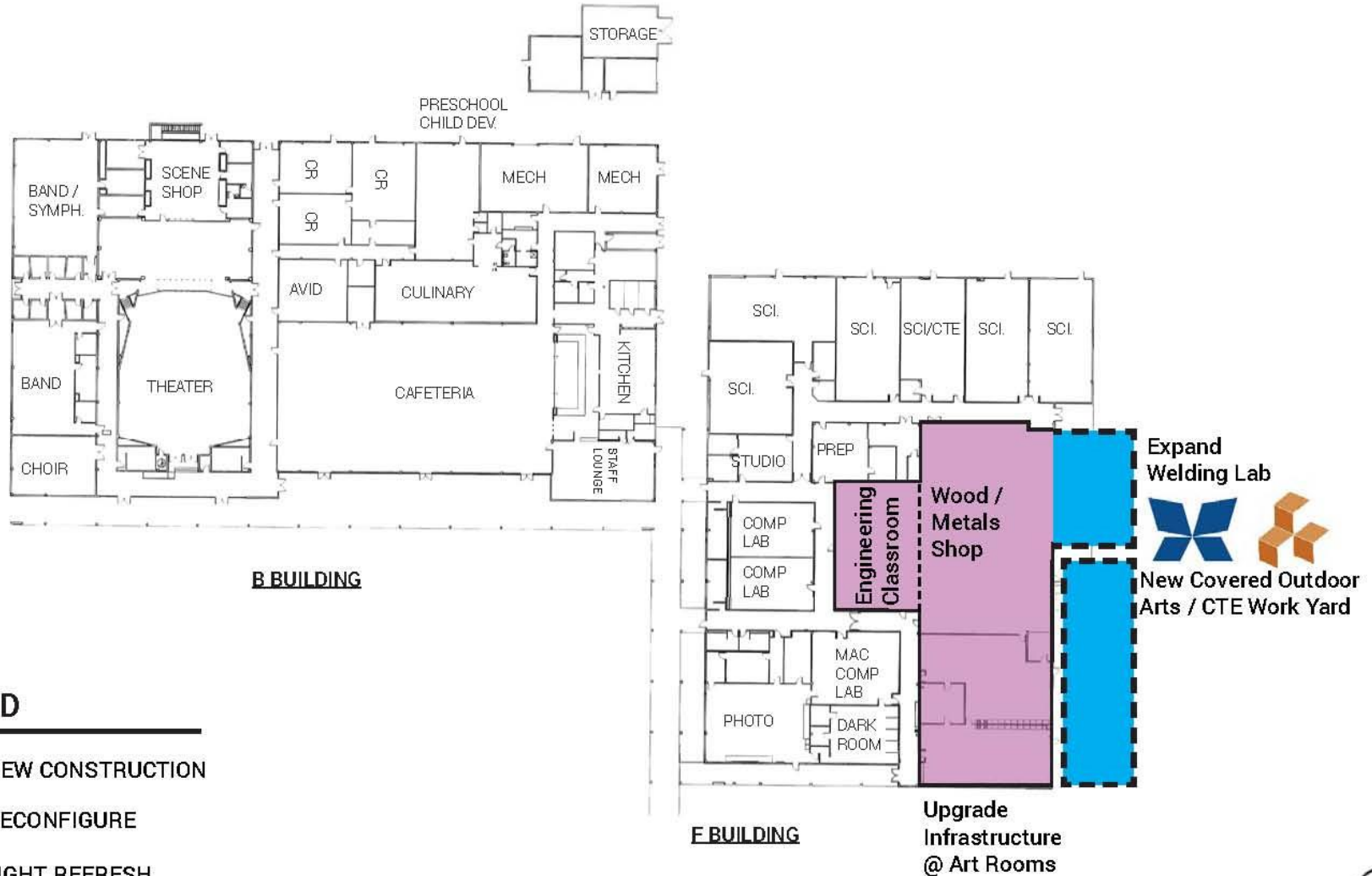
Budget: \$19.3 M



Crescent Valley HS

69 Teaching Stations

Budget: \$19.3 M



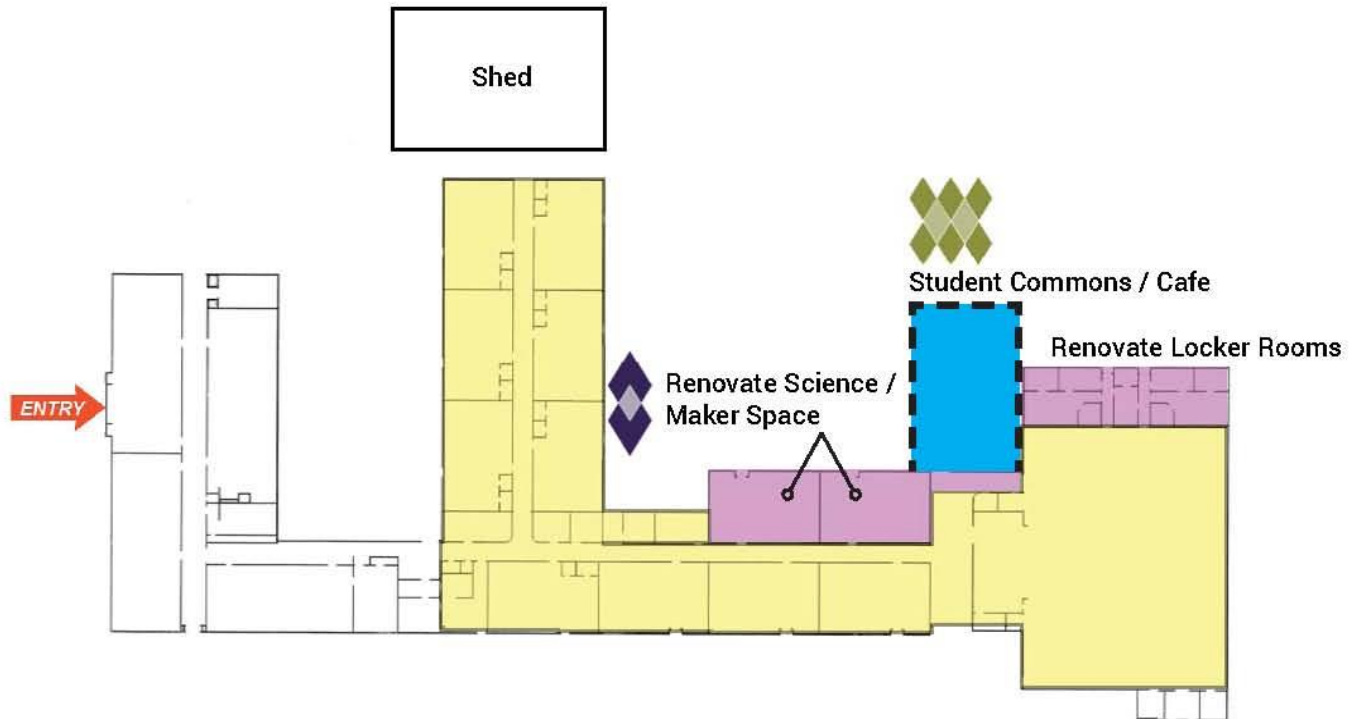


Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017





College Hill

12 Teaching Stations

Budget: \$12.9 M



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED





Selected Study Images from Facilities Planning Workshop 6 – June 6, 2017

Project Totals: \$177 M

<u>School Site</u>	<u>Total</u>
Adams ES	\$12,805,000
Garfield ES	\$18,400,000
Hoover ES	\$12,577,000
Jefferson ES	\$15,206,000
Lincoln ES	\$33,937,000
Mtn. View ES	\$8,876,000
Wilson ES	\$13,742,000
Franklin K-8	\$6,693,000
Cheldelin MS	\$12,886,000
Linus Pauling MS	\$1,834,000
Corvallis HS	\$8,449,000
Crescent Valley HS	\$19,213,000
College Hill	\$12,885,000

CORVALLIS SCHOOL DISTRICT NO. 509J

General Obligation Bonds, Series 2018 – Summary of Structuring Scenarios

Structure		\$1.50 Max Levy		\$1.75 Max Levy		\$2.00 Max Levy	
Par Amount							
Current Interest Bonds		\$ 68,625,000		\$ 105,385,000		\$ 122,620,000	
Deferred Interest Bonds		59,418,284		48,161,024		56,164,371	
Total Par Amount		\$ 128,043,284		\$ 153,546,024		\$ 178,784,371	
% Current Interest Bonds		54%		69%		69%	
% Deferred Interest Bonds		46%		31%		31%	
Dated Date		6/15/2018		6/15/2018		6/15/2018	
Final Maturity		6/15/2038		6/15/2038		6/15/2038	
Amortization Period		20 Years		20 Years		20 Years	
Levy Rates*							
	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2017.....	\$ 1.59	\$ -	\$ 1.59	\$ -	\$ 1.59	\$ -	\$ 1.59
2018.....	1.10	-	1.10	-	1.10	-	1.10
2019-2020.....	1.10	0.41	1.50	0.66	1.75	0.91	2.00
2021-2028.....	-	1.50	1.50	1.75	1.75	2.00	2.00
2029-2038.....	-	1.25	1.25	1.50	1.50	1.75	1.75
Interest							
Current Interest Rates		+ 1.50%		+ 1.50%		+ 1.50%	
True Interest Cost (TIC)		4.59%		4.58%		4.58%	
Total Interest Cost		\$80,966,043		\$96,287,844		\$111,889,577	
Total Interest Cost % of Par		63%		63%		63%	

* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

Note: Deferred interest bonds are a tool used by issuers to manage the amount of annual debt service due and the resulting levy rate. Interest accrues until the maturity date and interest is calculated every 6 months based on the accreted value. Since the accreted interest is not paid to the investor in the period it accrues, the levy rate is lower than it otherwise would be with all current interest bonds. The bonds typically come at higher interest rates since investors do not receive any money until the maturity date. We try to minimize the use as much as possible while keeping projections within an issuer's parameters. The exact amount of deferred interest bonds will not be determined until the bonds are sold.

LONG-TERM PLAN

Addressing the Needs of All Schools

NEXT STEPS

- SUMMER ACTIVITIES
 - Surveying the Community
- FALL EVENTS
 - Staff and Community Listening Sessions
 - Community Sustainability Summit
 - Facilities Planning Committee Reconvene (Nov.)



Corvallis
SCHOOL DISTRICT

IV. RATIFY THE 2017-18 ACTIONS TAKEN IN JUNE 2017



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Julie Catala, Board Secretary
Meeting Date: July 10, 2017

Ratify 2017-18 Actions Taken in June 2017

ACTION REQUESTED

Background

The School Board took action on the 2017-18 annual organizational items (copy attached) at its June 19, 2017, meeting. As a formality, district legal counsel advises ratifying that action at the Board's first meeting of 2017-18.

Involvement

Board Secretary.

Cost Impact

There is no cost impact to ratify; this simply reaffirms the actions that had been taken prior to the start of the 2017-18 fiscal year.

ACTION REQUESTED:

Ratify the 2017-18 actions.

MOTION REQUESTED:

"I move to ratify the 2017-18 actions that were taken by the Board on June 19, 2017."

Corvallis School District 509J
Designation of District Officers, Clerks, Agents, and Depositories of Funds
(2017-18 Organizational Resolution)
Resolution No. 17-0603

Designate Clerk and Deputy Clerk *(ORS 332.515, Policy BC/BCA)*

Be It Resolved, that Ryan Noss, Superintendent of Corvallis School District 509J, is hereby designated as Clerk, and Olivia Meyers Buch, Director of Finance and Operations, is hereby designated as Deputy Clerk for the 2017-18 fiscal year.

Designate Budget Officer *(ORS 294.331)*

Be It Resolved, that Olivia Meyers Buch, Director of Finance and Operations, is hereby designated to serve as Budget Officer of the Corvallis School District 509J for the 2017-18 fiscal year.

Designate Custodian of Funds *(ORS 328.441)*

Be It Resolved, that Olivia Meyers Buch, Director of Finance and Operations, is hereby designated to serve as Custodian of Funds of the Corvallis School District 509J for the 2017-18 fiscal year.

Designate Depositories & Signature Authority *(ORS 328.441, 328.445, Policy DG, DGA/DGB)*

Be It Resolved, that the following depositories are hereby approved as official depositories of Corvallis School District 509J funds for the 2017-18 fiscal year: Oregon State Treasury Local Government Investment Pool and all "Qualified Depositories for Public Funds" as approved by the Office of the State Treasurer.

Be It Further Resolved, that the Deputy Clerk, as Custodian of Funds, is hereby authorized to establish accounts and to issue checks against such accounts bearing the facsimile signature of the Deputy Clerk.

Designate Student Body Fund Signature Authority

Be It Resolved, that the Deputy Clerk, as Custodian of Funds, is hereby authorized to establish student body funds with a district depository of record, identified above.

Be It Further Resolved, that checks issued against student body funds be honored for amounts up to \$500 that bear the original signature of two of the persons holding one of the following positions for each of the schools using these funds for the 2017-18 fiscal year: Principal(s), Assistant Principal(s), Athletic Director(s), and Operations Assistant/Administrative Assistant(s).

Be It Further Resolved, that checks issued in amounts of \$500 or more must bear the original or facsimile signature of the Deputy Clerk.

Designate Financial Auditors

Be It Resolved, that Pauly Rogers and Co, P.C., is hereby designated to serve as the independent financial audit firm for the Corvallis School District 509J for the 2017-18 fiscal year.

Designate Legal Counsel

Be It Resolved, that attorney Eric DeFreest and the firm of Luvaas Cobb is hereby designated as the attorney of record for the district.

Be It Further Resolved, that the executive staff of the Corvallis School District 509J is authorized to use the firms of Graham M Hicks, P.C., and the Hungerford Law Firm, based on their special expertise in the area of law being considered, at the discretion of the Superintendent for the 2017-18 fiscal year.

Designate Insurance Agent of Record

Be It Resolved, that Steve Uerlings of Barker-Uerlings Insurance is hereby designated to serve as agent of record for the Corvallis School District 509J for property, liability, and workers' compensation insurance for the 2017-18 fiscal year.

Be It Further Resolved, that Tim Hennessy of Gene Kiel & Associates is hereby designated to serve as agent of record for the Corvallis School District 509J for employee benefits for the 2017-18 fiscal year.

Designate Newspaper for Legal Notices

Be It Resolved, that the Corvallis Gazette-Times is hereby designated as the newspaper in which legal notices will be published.

Designate Authority to Negotiate and Execute Real Property Transactions

Be It Resolved, that the Board Chair and Clerk are hereby authorized to negotiate and execute real property transactions on behalf of the Corvallis School District 509J for the 2017-18 fiscal year, after obtaining official Board approval within legal regulations and district guidelines.

Designate Authority to Sign Documents and Agreements for Funded Programs

Be It Resolved, that Ryan Noss, Superintendent, and Kevin Bogatin, Assistant Superintendent, are hereby authorized to file applications and sign documents and agreements related to funded programs on behalf of the Corvallis School District 509J for the 2017-18 fiscal year.

Disposal of Surplus Property (Board Policy DN)

Be It Resolved, that the Clerk, Deputy Clerk, or designee of the Clerk or Deputy Clerk, are hereby authorized to dispose of surplus property in accordance with Board Policy DN.

Non-Resident Student Tuition (Board Policy JECF)

Be It Resolved, that the full year tuition rate for students who are not residents of the Corvallis School District 509J and where the district has not entered into an inter-district agreement is hereby established as \$10,177 for the 2017-18 academic year.

ADOPTED by the Board of Directors of Corvallis School District 509J in Benton and Linn Counties, Oregon, at its regular meeting this 19th day of June, 2017.

ATTEST:



Alexis McQuillan, Board Chair



Olivia Meyers Buch, Deputy Clerk



Corvallis

SCHOOL DISTRICT

- V. FAREWELL TO DEPARTING BOARD MEMBER

- VI. SELECTION OF INTERIM SCHOOL BOARD MEMBER
 - VI.A. Applications
 - VI.A.1. Richard Arnold

JUN 27 2017

Richard William Arnold Jr.
3650 NW Witham Hill Drive Corvallis, OR 97330

SUPERINTENDENT'S
OFFICE

Reasons for Wanting to Serve on the Board:

Like all parents with children attending school in the district I want to ensure that our children are afforded the best possible educational experience. I wish to serve on the school board and be part of the process which is transforming how education is being delivered within the district. I desire to be an advocate for strong fiscal discipline and to also advocate for ensuring that every student in the district has the resources necessary to reach their highest academic potential. I have dedicated my entire professional career towards public service and serving as an interim board member seems to be natural extension of my public service career.

Qualifications for the Position:

- 20 years of governmental accounting, budget and finance experience
- 15 years of successfully creating and implementing policies at various state agencies and institutions of higher education when required by new legislative directives. These directives encompassed both changes to existing statutes and creation of new statutes.
- Successfully led several teams through transformative change where the purpose of the change was to improve efficiency and improve the quality of services being provided
- Previous member of the Corvallis School District Budget Committee
- Masters of Science in Accounting and Management

Skills that would be brought to the Board:

- Fluent understanding of governmental budgeting, accounting, and finance requirements
- Understanding of how to work collaboratively in a team environment
- Active listener
- Avid researcher who explores all possible sides to an issue. Routinely reads peer reviewed research on various problems to gain insight into possible causes of challenges presented
- Understanding of Corvallis School District policy and the general operations of the Corvallis School Board
- Works collaboratively on teams to create performance measures and quantitative metrics to track progress towards meeting unit goals and expectations

Questions:

1. *Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?*

The first item that any board member must realize is that they are part of team and have no power and authority to act unilaterally. This realization must be foremost in their thoughts

when interacting with anyone. The second item any board member needs to recognize is that management of the district is the responsibility of the superintendent and the district staff. The Board's responsibility is to hold the district accountable for proper implementation of policy, not get involved in the operational aspects of policy implementation.

Superintendent- The Board has the responsibility to adopt policies that provide direction to the Superintendent and allows the individual to manage the district. A board member should seek input from the superintendent during the policy development process, and after the policy is adopted hold the superintendent responsible for its successful implementation.

Staff- The board member's interaction with staff should be that of an active listener to the concerns brought to the board. Questions should be asked of staff to try and get to the root cause of the concerns. As in any board setting the concerns should be acknowledged, but no commitments should be made until the entire board has had a chance to research and discuss in accordance with accepted practice. Any communications from staff sent directly to one board member should be shared with the entire board, and if a response is required, the board chair should respond on behalf of the entire board as required under current protocols.

Other Board Members - The Board acts as a team and the only way the team can succeed is if there is an environment of collaboration and respect. This is not to say that there is a requirement that all board members agree with each other, but when discussing the issues all board members should strive to listen to the concerns of the other board members and try to see their side of the issues. This is important because how board members communicate and treat each other sets the tone for the entire district, and is necessary if the board is to govern properly and effectively.

Parents- A board member should always listen to the questions and concerns of parents during board meetings. If the parent is contacting you directly about a problem, the first question a board member would have is did the parent contact district personnel first to try and resolve the situation. If the contact comes via email or mail, then the correspondence should be shared with the entire board and the board chair will respond pursuant to board protocols.

Community- It is important that a board member works to explain to the community chain of accountability so that initial concerns are directed to the correct district staff members. As always it is the board member's responsibility to listen when issues are brought to their attention, but as a single member of a board, one board member does not have the authority to make any commitments for a resolution. The board member can only help to facilitate an understanding of the correct avenues an identified should follow.

2. *Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district and what would you do?*

A. **Facilities Bond Issue-** The Facility Bond Issue is one that I think will require a large amount of time for the board, if it is approved. This will represent the largest capital construction project the district has undertaken in the past twenty years. If I was elected to this position in the May 2019 election I would strongly advocate for the board to require monthly updates as to the progress of improvements and information related to the individual projects as to whether they are meeting the budget requirements. It would also be helpful

if the board adopted a framework for being kept in the information loop for any developments that may represent a change in the completion dates or budgetary variances indicating possible cost overruns.

- B. Educational Equity- Educational Equity was not adopted as a district policy until 9/12/2016. However, the equity in our district was a concern long before that date, and will continue to provide us numerous opportunities in the future. To the best of my knowledge there are currently no performance measures or quantitative measurements being used to determine if the district is meeting its vision of equity. As a newly elected board member in June 2019 I would strongly advocate for creating performance measurements and metrics so the district can measure its progress towards educational equity in our district. Without performance measures or metrics the board is unable to hold the district accountable for its implementation of this broadly stated policy. There needs to be a greater focus on what we are trying to accomplish, the resources that the district is currently utilizing to accomplish these goals, and transparency for the community on where these resources are being allocated.
3. *What is your definition of equity in the school district, and would you do to improve equity in the district?*

Educational equity means ensuring that a student's success is not determined by their socio-economic identity. The district adopted its educational equity policy in September of 2016, however, to the best of my knowledge no performance measures or metrics have been created to measure the districts progress. In my opinion, this is not providing the district adequate direction on what is being required of them to meet this goal. If a member of the school board I would advocate for the following:

- A. Creation of performance measures related to items one through nine for achieving educational equity in the Corvallis School District, as outlined in board policy coded JBB.
 - B. Creation of quantitative metrics that would measure the district's progress towards those goals.
 - C. Creation of a method that tracks the costs associated with meeting these stated performance measures.
4. *Are you interested in the position only until the end of the interim term (June 30,2019) or do you plan to run for a four year term?*

I plan on running in the May 2019 election to be a member of the Corvallis School Board.



Corvallis

SCHOOL DISTRICT

VI.A.2. Terese Jones

To: Julia Catala, Corvallis School Board
From: Terese Jones
RE: Application for vacant School Board position

REC'D CORVALLIS 509.J

JUN 26 2017

SUPERINTENDENT'S
OFFICE

Name: Terese D. Jones
Address: 1540 NW 12th St.
Corvallis, OR 97330

Dear Ms. Catala, and the Corvallis School Board:

As a parent to a recently minted kindergartener and a doctoral student in Human Development and Family Sciences, my interest in serving the Corvallis School District as a board member is both personal and professional. I desire to see a thriving school district with high quality instruction and commitment to diversity. I am seeking the interim board member seat because I am committed to the participatory process of community development. Public schools are critical to a vibrant and healthy community. Strong public schools make for strong communities, creating a place people want to be.

I study education and anti-poverty policy and its impact on family well-being across the life course. I believe my knowledge of human development and education policy will bring a valuable perspective to our learning community. My most recently published research was a qualitative study on fifth year programs in Linn and Benton county high schools. I recently facilitated the evaluation team that completed the community impact assessment for the Lincoln County Head Start. My qualifications for this position also include more than a decade in social work and education policy, working directly with families. I bring extensive budget management, serving as the principal budget authority for a department of 100+ faculty and two million dollars. My current position involves oversight of a large budget as well as management of a complex state grant.

Among the skills I have to offer the board is policy analysis, a strong background in child and adolescent development, direct experience with low-income families and anti-poverty programs, effective facilitating of group conversations, technical and grant writing skills, management and supervisory experience, and a passion for collaborative work. My best thinking comes in the form of collaboration.

- A School board members negotiate a number of relationships within the education system and the community at large. They provide policy direction and budgetary priorities for a school district, without having operational authority over day to day management of the schools. They represent and navigate resolutions to community concerns, and simultaneously represent the school district to the community. The board is a key advisor to the superintendent, but also has a responsibility to evaluate the effectiveness of their leadership in implementing and upholding the policy directives expressed by the board as an extension of the community at large. Within the board, members are collaborators with one another toward cooperative proposals and solutions that improve the community of learning; they are also courteous agitators to one another, ensuring thorough exploration and consideration of all perspectives before offering a recommendation. To the parents and the community, they are at once insiders and intermediary. Board members may be parents and must be community members- they have a vested interest that may be drawn from but cannot solely drive their decision-making. They must recognize the potential for role conflation and work to ensure they remain accessible to parents and community but not at the expense of being approachable by the district staff.

- B School districts must be ever vigilant about fiscal responsibility. While no anticipated cuts to K-12 schools have been proposed, schools will face rising costs in a climate where additional revenue is not easily foreseeable. As we seek to make gains in grade-level readiness, high school completion rates and college entrance, we continue to strive for this on a constrained budget. We have made great gains in academic outcomes, but our work is not done. We still see achievement gaps correlated with socioeconomic status and ethnicity, something we need to address if we are to be a school district who takes seriously the call for equitable public education opportunities for all. Crafting a space for learners of all needs to thrive, while simultaneously providing a fair living wage for those who are responsible to create and maintain such a space is not an easy task in the wealthiest of budget seasons; to accomplish this now will require creative, non-traditional thinking about allocation of funds.

The second issue our school district will face is anticipating and responding to how the potential shift in federal education and immigration policies may alter or interrupt efforts for diverse, inclusive public school communities. With the nomination of Betsy DeVos as Secretary of Education, many in the policy realm interpret this as an intimation of education policy to come; a shift in policies that may decrease funding for public schools through changes in mandated outcomes and standards, shifts in available resources for students with special needs and redirected funds through expansions in school choice and charter programs. Our school district will need to thoughtfully assess the educational needs of our community, and evaluate measures to ensure that our schools continue to welcome and work for a diverse range of learners and needs. On November 9, the fear of immigration reform was palpable in the halls of my son's school. As a family in a dual language elementary school, we share our classrooms, hallways and bike racks with families who are experience fear and stress over repercussions of proposed immigration reform. Our community is fortunate to have two grade schools focused on diversity and inclusiveness in its daily curriculum. Our district can do much to advocate for and secure access to education for families who may experience disruption and distress. Inclusive schools that celebrate diversity enrich the lives of all in our learning community. Should a shift in federal education and immigration policies be implemented, our district will have to aggressively organize on behalf of those whose access to services may be compromised.

- C As a researcher in the field of family studies, I have focused on inequities in education policies. Equity in a school district requires deliberate effort to identify and resolve obstacles that impede access to educational opportunities, especially for those who are part of marginalized identity groups based on ethnicity, socioeconomic status, sexual orientation, religion, or gender. Equity requires more than creating opportunities; opportunities that cannot effectively be accessed by individuals may as well not exist. A comprehensive assessment of who utilizes curricular program opportunities would help identify where barriers exist, and allow our district to create improved access for underrepresented groups. To further improve equity in our school district, I would also

like to explore increased resource sharing between schools, as well as evaluation of the kinds of projects schools are tasked with fundraising on an individual basis, in order to reconsider district wide priorities, and allow all schools to benefit from being in our district, regardless of specific district boundaries.

D If elected to the interim position, it is my intention to seek a four-year term.

TERESE D. JONES

EDUCATION

Oregon State University, Corvallis, OR

Human Development and Family Sciences, MS, June 2017, PhD, June 2019

Research Interests: Program and Policy Evaluation, Poverty and Social Justice Studies, Vulnerable families, Civic Engagement, Community Sustainability, Disparities in Higher Education, Community Action Research, Ethnographic and qualitative methods

Seattle School of Theology and Psychology, Seattle, WA

Masters, Religion and Counseling Psychology, May 2005

University of Oregon, Eugene, OR

Bachelors, Educational Studies, August 1999

FACULTY AND ASSISTANTSHIP POSITIONS

Faculty Fellowship, JOBS Program, DHS, September 2016-present

Select Courses taught: Life Skills, Employment Readiness, Conflict Management

Responsibilities include: direct instruction of courses for TANF JOBS participants in work-readiness programs; liaison for DHS and community employment partners, LBCC faculty for TANF participants seeking vocational or higher education opportunities, grant evaluator for the State of Oregon JOBS program for Linn-Benton counties, program design and evaluation

Graduate Teaching Assistant, Oregon State University, Corvallis, OR, 2012-present

Select Courses taught: HDFS 107; HDFS 209; HDFS 410; HDFS 447; HDFS 229; HDFS 444

Responsibilities include: recruit and establish social service internship community partners in Linn and Benton counties, as well as statewide; maintain network of 200+ community partnerships; conduct student internship site visits; student and site mentorship; site mediation as needed; direct student instruction on social and human service practices; administrative class management; data collection and management for program accreditation

Graduate Research Assistant, "Student Perspectives on Experiences in Concurrent High School and Community College Participation" Oregon State University, Corvallis, OR, 2013-present

Project coordinator and Field research for Dr. Leslie Richards' study, "Student Perspectives on Experiences in Concurrent High School and Community College Participation" in partnership with LBCC

Responsibilities include: coordinate and conduct student focus groups and key informant interviews; transcribing and coding qualitative interview data; manage quantitative data collection and analysis; coordinator for IRB process; compile relevant research on dual enrollment/dual credit participation, for program design and educational outcomes

Graduate Research Assistant, "She Knows a lot about what we're going through": Peer Mentorship in Successful Transition to College, Oregon State University, Corvallis, OR, 2014- present

Project coordinator for Dr. Kate MacTavish's study with OSU First Year Experience Peer Mentors

Responsibilities include: coordinate and conduct student focus groups and course instructors; coordinate graduate student research assistants in transcribing and coding interview data; coordinator for IRB process; compile relevant research for literature review on social supports in successful transition to college

Associate Academic Dean, Westwood College, Chicago, IL, 2009-2011

Administrative Responsibilities: Chair of the curriculum re-accreditation review team, 2009-2010; Faculty Credentials Coordinator; classroom pedagogy coach; counselor for non-traditional students, at-risk and probation students needing social services support; Supervise campus departments in academics, including registrar and library; human resources peer mediator; manage faculty budget of \$2.2 million dollars; chair for social sciences and pre-college curriculum development

Selected Courses taught: Career and Professional Development; Human Services; Human Relations; Interpersonal Communications; Faculty Development Workshops, including: Reaching At-Risk Students in the Classroom, Assessing the Needs of Non-Traditional Students, Collaborative Teaching as a Tool for Retention

Full Time Instructor Humanities and Social Sciences, Westwood College, Chicago, IL 2006-2008

Selected Courses taught: College preparatory Math, College preparatory English; “College Writing 121”; “Human Relations”; “Introduction to College Success”; “Research Methods”; “Introduction to Humanities: Western Civilization”; “Multicultural Issues”; “Philosophy of Science and Technology”

Administrative Responsibilities: Organized humanities events, referred at-risk students for educational services

Full Time Faculty, Literacy Chicago, Chicago IL, 2006-2007

Courses taught: Adult Basic Education in Math, English, Composition, and Social Studies; “Test-taking Strategies for the GED Exam”; “Beyond GEDs: Introduction to College Success”

Administrative Responsibilities: Ambassador to Illinois State Commission for Higher Learning ABE Symposium; Curriculum development for GED courses; assessed and referred at-risk students for educational services

COMMITTEE WORK AND COMMUNITY ENGAGEMENT

Student Access to Human Services Resources, Board Chair, Oregon State University, 2013-present

Responsibilities: Budget oversight of student fee funded Childcare and Family Resources and Human Services Resource Center; represent student fee funded programs to the OSU student body; data collection for campus policies regarding student parents on issues of childcare access and affordability, low-income students facing housing and food insecurity, and health insurance needs; program and policy evaluation toward student retention and persistence to graduation

Volunteer Program Evaluator, Community Services Consortium Head Start

Responsibilities: Conduct the Community Impact Assessment for Lincoln County Head Start; data collection and analysis, compile final report

Volunteer Grant Writer, Room at the Inn, Corvallis, OR, 2013-2014

Responsibilities: Led a team of graduate students in writing grants to launch a new cold weather shelter for homeless women in Corvallis.

Coalition of Graduate Employees, Steward and Collective Bargaining Representative, Oregon State, 2013-present

Responsibilities: Liaison for graduate employee union and HDFS, union bargaining team sub-committee chair

Task Force on Child, Youth and Family, Graduate student chair, Oregon State University, 2014-present

Responsibilities: The task force is responsible to research and make recommendations on University level family and dependent care needs, including: issues of child care accessibility and affordability, after-school youth programming, quality child care programming through the creation of child care RFPs, and researching models of University/Student funding partnerships

HDFS Graduate Student Representative, 2014-2015

Elected by peer vote to serve as the graduate student representative for HDFS graduate students

Graduate Research Assistant, Oregon State University, Corvallis, OR, 2013-2014

Volunteer work with Dr. Rick Settersten’s research on the Berkeley Growth Study

Responsibilities included: archival field research at the Bancroft Archives in Berkeley, and the Berkeley Historical Society, scanning and reading interview transcripts, compiling relevant historical news media materials; extensive use of archival databases for print and photo media

Educational and Program Development/Evaluation Consulting, Private Consultant, 2000-Present

Responsibilities: Vocational assessments, customized staff training, cultural diversity training, grant-writing, program design and implementation strategies

Teaching Assistant, Seattle School of Theology and Psychology, Seattle, WA, 2004-2006
Responsibilities: New Student Mentorship, grading for theology and biblical studies classes

Research Assistant, University of Oregon, IDEA, Eugene, OR, 1997-1999; Project STAR, Eugene, OR, 1998

S O C I A L W O R K / A D V O C A C Y P O S I T I O N S

Director of Transitional Housing, Union Gospel Mission, Seattle, WA, 2001-2005

Responsibilities: Supervisor for case management staff, community liaison for public education on issues of poverty, mental health and homelessness

Lead Case Manager, Mental Health, Union Gospel Mission, Seattle, WA, 1999-2001

Responsibilities: Housing, Mental Health and Family case management; Established and facilitated an onsite learning center for GED preparation; classes in drug and alcohol recovery, domestic violence counseling, life skills

Chaplain, Overlake Hospital, Seattle, WA, 2004-2006

Responsibilities: Spiritual care for hospital patients and family members, focus on psychiatric care and palliative care needs

Education/Outreach Coordinator, Looking Glass Foundation, Eugene, OR, 1997-1999

Responsibilities: Street outreach to homeless youth, assistance with obtaining housing, mental health and medical services, public health education

DHS, Child Welfare Eugene, OR, 1998-1999

Responsibilities: respond to and investigate report of child abuse, serve on assessment team for family reunification plan, assist with foster parent training classes, complete foster parent home studies

DHS, TANF Eugene, OR, 1998-1999

Responsibilities: process applications for TANF and food stamps, assist with completion of Medicaid applications, complete referrals to Workfirst and Job Skills training

S E L E C T E D P U B L I C A T I O N S A N D P R E S E N T A T I O N S

Publications:

Forthcoming:

“On Time for the Future: A Qualitative Life Course Analysis of the Impact of Dual Enrollment Programs on Students’ Perceptions of Educational Aspirations and Future Selves” (2016)

Jones, Terese

“Trying to Make a Dollar out of fifteen cents: Hustle and Trailer Park Housing Stability,” (2016)

MacTavish, Dr. Kate; Jones, Terese, Barrett-Rivera, Brenda and Flesch, Jeff

“Developing Expectations of College Student Roles Through Dual-Enrollment Programs,” (2016)

Lile, Joy; Jones, Terese; Ottusch, Tim and Richards, Dr. Leslie

“School Bullying and Program Evaluations: The Marginalization of Queer Self-Identified youth and Youth with (Dis)abilities through the deployment of normative identity standards” (2016)

Jones, Terese and Flesch, Jeff

“She Knows a lot about what we’re going through”: Peer Mentorship in Successful Transition to College (2016)

Reicksiedler, Claudia and Jones, Terese

Published:

Child Abuse Prevention: Research, Best Practices, Lane County Capacity, (1999)

E. Curtain, H. Dumas, *T. Durbin*, Q. Garrott, C. Joyce, S. Mann

“Social Work and the Trinity”, Association of Gospel Rescue Missions, Vol. 36(3) Spring 2005
Jones, Terese

Conference Presentations:

NCFR, Vancouver, British Columbia, November 2016

“Developing Expectations of College Student Roles Through Dual-Enrollment Programs”

Society for the Study of Emerging Adulthood, Miami, October 2016

“She Knows a lot about what we’re going through”: Peer Mentorship in Successful Transition to College

Student Parent Support Symposium, Ohio State University, May 2015

“Filling the Void: Unconventional Approaches to Addressing Child Care Needs on College Campuses- A Case Study”

Global Discourses in Women’s Studies, Middle Tennessee State University, March 2015

“School Bullying and Program Evaluations: The Marginalization of Queer Self-Identified youth and Youth with (Dis)abilities through the deployment of normative identity standards”

Gender Matters Conference, Governor’s State University, April 2015

“School Bullying and Program Evaluations: The Marginalization of Queer Self-Identified youth and Youth with (Dis)abilities through the deployment of normative identity standards”

NCFR, Baltimore, November 2014

“Going Mobile, Growing Stable: Rural mobile home park residence as a pathway to housing stability”

Workshops:

“Understanding and Applying the Cultural Perceptions of Poverty to Strengths-Based Case Management,” Association of Gospel Rescue Missions National Convention, Kansas City, MO 2002-2006

“Resource Evaluation: Creating Individual Case Plans,” National Women and Family Shelters Assoc., Seattle, WA 2005

“What is Wrong With Urban Missions?” Washington State Christian Social Workers Association, Seattle, WA 2004

“Therapeutic Spiritual Formation: Partnering with practitioners toward healing” Women and Family Shelters Association Conference, Seattle, WA 2004

“Lament Psalms and Pastoral Counseling in Palliative Care,” Overlake Hospital Department of Spiritual Care Annual Training Conference, Bellevue, WA 2004

G R A N T S A N D S C H O L A R S H I P S

PCOSW Scholarship to Advance the Status of Women, Oregon State University, 2015

Schild-Nichols Fellowship, Oregon State University, 2014

Sonin Fellowship, Oregon State University, 2014

Betty Hawthorne Fellowship, Oregon State University, 2013

I Home Economics Fellowship, Oregon State University, 2013

Presidential Fellowship, Oregon State University, 2012

Robert Marshall Fellowship, Lutheran School of Theology, Grant, 2007

President’s Leadership Grant, Union Gospel Mission, 2004

Women in Ministry Scholarship, Seattle School of Theology and Psychology, 2003

Ministry Leadership Scholarship, Seattle School of Theology and Psychology, 2002

A W A R D S

Instructor of the Year, Westwood College, 2008
Robert Marshall Fellowship Recipient, Lutheran School of Theology, 2007
Outstanding Faculty Evaluations Award, Westwood College, 2007-2010
Dean's List, Seattle School of Theology and Psychology, 2002-2005
Most Promising Leadership Award, Union Gospel Mission, 2000 and 2004

P R O F E S S I O N A L A F F I L I A T I O N S

AFT Oregon, member
National Council on Family Relations
American Sociology Association
National Association on Women's Studies
Society for Community Research and Action
Lutheran World Justice Organization, Member
Illinois Commission of Higher Learning, Adult Basic Education Committee, Representative
Society of Biblical Literature, Member
Center for Progressive Christianity
National Association of Social Workers, Member
Association of Professional Chaplains, Member

S E L E C T E D C O M M U N I T Y O R G A N I Z I N G / V O L U N T E E R W O R K

Community Services Consortium, consultant, program evaluation, 2014-present
The ARC of Benton County, consultant, 2013-present
Room at the Inn, Corvallis, OR, grant writer and program evaluator, 2013-present
La Leche League International, Chicago, IL, 2010-2012
Kidzone, First Presbyterian Church of Seattle, Organizer and volunteer social worker, 1999-2003
Reentry Coordinator, volunteer social worker, King Co. Dept. of Corrections women's early release program, 2000-2005
Project Kool, community organizer and volunteer, 2000-2006
Solid Ground, Tenant's Rights Organizer, 2000-2004
Hunger and Homelessness Coalition, OSPIRG Project Leader, 1996-1999



Corvallis

SCHOOL DISTRICT

VI.A.3. Gerry Kosanovic

Gerald E. Kosanovic, Ph.D.

REC'D CORVALLIS 509J

June 28, 2017

JUN 27 2017

Corvallis School Board
Corvallis School District 509J
1555 S.W. 35th Street
Corvallis, Oregon 97330

SUPERINTENDENT'S
OFFICE

Dear Members of the Board:

It is my pleasure to submit this letter of interest for the interim school board position #3, with the Corvallis School District. As a retired educator and former school administrator in the district, I believe I am uniquely qualified to hold the position as a trustee of Corvallis Public Schools.

The interim board position is best suited for an individual with abundant experience, both as an educator and as a member of a board, thereby reducing the learning curve required to step into this position. I have included my curriculum vitae which will illuminate an extensive record of involvement in education to include teaching and administration at all levels in public schools. Having served as an administrator with the district, most recently as interim principal of Franklin K-8 School in 2015, I am readily familiar with the operation and functionality of the 509J school system. Moreover, my considerable experience as a board member with local non-profit organizations, past and present, demonstrates a comprehensive understanding of board decorum and collaboration, critical and necessary attributes for joining an existing, functioning team. It is also indicative of my steadfast commitment to the health and vitality of this community.

If selected to serve with the board, I am committed to invest the necessary time and energy to ensure integrity of the position and a seamless transition to the next school year. I bring to the table, among other things, strong communication skills, an accomplished performance history with a willingness to implement plans, tasks, and results of the group, and practical knowledge of the budget process and personnel demands. As a military veteran, I have long internalized the notion that service is the highest honor that one can provide to others. I have no personal agenda other than a willingness to serve the school system that has, among other things, provided foundational success for my two children.

I have devoted my entire life to education, which is to say, I have dedicated myself to advancing the success of others in school and in life. I view this opportunity as complimentary with my principles of striving for excellence in my capacity as a citizen, especially toward advancing unity and goodwill in the community of Corvallis. It would be an honor to serve.

Sincerely,



Gerry Kosanovic, Ph.D.

Curriculum Coordinator: 1993 - 1997

Dublin City Schools, Dublin, Ohio

Curriculum coordination, K-12 public school district; Title 1 program administrator; district-wide Summer School coordination; home school liaison; grant writing; liaison with county and state level offices; chair, Technology Task Force

Associate Principal: 1992 -1993

Tigard High School, Tigard, Oregon

Curriculum and Instruction; evaluation of teachers and classified staff; recruitment, selection, and assignment of staff; staff development; director of vocational education for district; monitor legislative concerns; committed to the success of a student population of one-thousand six hundred diverse and spirited learners and an energetic and professional staff of ninety-eight.

Assistant Principal: 1984 - 1992

South Eugene High School, Eugene, Oregon

Curriculum and Instruction, supervision of school budget, coordinator of staff development projects, evaluation of staff, director of athletics and activities, liaison with colleges and universities, liaison with South Eugene parent organizations; committed to the success of a student population of one-thousand eight hundred diverse and spirited learners and a professional staff of one-hundred and twenty.

Instructor/Teaching Assistant (Graduate Teaching Fellow) 1982-1984

University of Oregon, Eugene, Oregon

Taught Social Foundations of Teaching; teaching assistant History of Education (C.H. Edson, Ph.D.)

Night Manager (Graduate Teaching Fellow) 1980-1984

Erb Memorial Union, University of Oregon, Eugene, Oregon

Night Manager of Erb Memorial Union; supervision of entire complex to include food services, recreation center, and in-house stores.

Teacher: 1977 – 1980

Campbell/Sawyer Junior High Schools, Cincinnati, Ohio

Teacher, Secondary Social Studies to inner-city middle level students.

MILITARY EXPERIENCE

United States Air Force 1966 – 1970 (Honorable Discharge)

Sergeant (E-4, non-commissioned), Automatic Flight Control Specialist (32550)

Air Force Commendation Medal, Republic of Vietnam Campaign Medal;

National Defense Service Medal, Air Force Good Conduct Medal,

Vietnam Service Medal, Air Force Longevity Service Medal.

CERTIFICATION

Superintendent Oregon, Washington, Ohio

Principal Oregon, Washington, Ohio

SELECTED ACCOMPLISHMENTS

Nominated: Senior First Citizen, Celebrate Corvallis, Corvallis Chamber of Commerce, 2016

Director/Board Member: University of Oregon Alumni Association, 2016-present

Recognized: Club President of the Year, Rotary International District 5110, 2015-2016

President: Rotary Club of Greater Corvallis, 2015-2016

Recognized: Rotarian of the Year, Rotary Club of Greater Corvallis, 2014

Board Member: Institutional Review Board, Oregon State University, 2013-2015

Board Member/Vice Chair: Benton Community Foundation, 2012-present

Board Member: Rotary Club of Greater Corvallis, 2012-present

Chair: Education Vision Council, United Way of Benton County, 2012-2015

Board President: United Way of Benton County, 2010-2011

Board Member: United Way of Benton County, 2006-2012

Board Member: Corvallis Youth Symphony, Personnel Chair, 2005-2009

Board Member: University of Oregon College of Education Alumni Association: 2004-2007
President: Rotary Club of Corvallis, 2003-2004
Recognized: Campaign Coordinator of the Year, 2002; United Way of Benton County
Nominated: First Citizen, Celebrate Corvallis, Corvallis Chamber of Commerce, 2002
Board Member: Rotary Club of Corvallis, 2000-2012
Board Member: Foster Grandparent Program, Benton-Lane Counties, 2001-2007
Appointed: City of Corvallis, North Corvallis Citizen's Advisory Committee, 2000.
Chair: City of Corvallis, Committee for Citizen Involvement, 1999
Board Member: City of Corvallis, Committee for Citizen Involvement, 1998-2001
Board Member: Franklin County Safe Schools Initiative Advisory Council, 1995-1997.
Recognized: Golden Shamrock Award, Exemplary Service to School and Community, Dublin City Schools Partnership, 1997.
Recognized: Excellence in Education Award, The Dublin Chamber of Commerce, Dublin, Ohio, June 1994; June 1995, June 1996, June 1997.
Recognized: Oregon Assistant Principal of the Year (1991), National Association of Secondary School Principals; Oregon Association of Secondary School Administrators.
Published: Retooling the Instructional Day: A Collection of Scheduling Models, Monograph, National Association of Secondary School Principals (NASSP), Reston, Virginia, 1994.
Presented, "Time Matters: Retooling the Secondary Instructional Calendar," Ohio Department of Education Conference on Teaching and Learning; Columbus, Ohio, 1995.
Presented, "Retooling the Instructional Day: A National Perspective," National Association of Secondary School Principals Convention, Las Vegas, Nevada, 1993.
Presented, "Retooling the Instructional Day," Confederation of Oregon School Administrators Conference; Seaside, Oregon 1992.
Presented, "School Discipline: The United States Perspective," Education Symposium of Japan, Canada, and The United States, Kanazawa, Japan, 1991.

Interim Board Member #3 Application Questions

Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

I believe that board members, as public representatives, need to conduct themselves in a professional manner regarding relationships with district staff, board colleagues, parents, and members of the community. All relationships at the board level are based on mutual respect and trust, understanding that appropriate ethical boundaries must be maintained at all times, consistent with the educational mission of the district. Board members that focus on building and sustaining a strong, shared communication structure in all facets of relationships with others will serve the district's best interests for organizational success.

Board members work to direct the policy and operations of the school district in the context of board meetings and committee work. It is this official forum that establishes the communication protocol between the public and the board. Individual board members do not lose their individuality when in public, but at all times a board member represents the board and the school district. Therefore, conversations within the community by a board member must respect the confidentiality of communication, even casually, between other board members, the superintendent and district staff. Board policy addresses complaint procedures, community input, and other matters having to do with community access to process.

It is also the board's duty to trust the superintendent and the superintendent's cadre regarding interactions and relationships with administrative, teaching, and classified staff. It is the fiduciary responsibility of the board to make personnel decisions, based on recommendations of the superintendent's staff. All other interaction with staff should be professional, friendly, and supportive.

Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district, and what would you do?

1. Closing the achievement gap and improving the graduation rate. One of the most vexing issues facing schools is the slow steady rise of poverty in our community and its effect on classrooms, such as a transient population of students and a persistent achievement gap. Additionally, providing a safe haven and a learning culture for students to grow and learn is a major challenge that requires thoughtful attention and direct action at all times. It is imperative that the board continue work with a strong focus on closing the achievement gap to ensure success of all students. As a member of the board I would work other members of the board and the superintendent to fully address equity in the allocation of resources. No other issue is more important than student achievement and success.
2. Aging buildings and capital improvements. The district's Long Range Facilities Master Plan is long overdue for an update. While a new strategic Master Plan is currently being formatted by the District Facilities Committee, careful work will continue to address plan shortcoming. A proposed bond, if passed, will require close supervision by the board to ensure fidelity with promises made to the public. Maintaining facilities to the highest standards of safe operation is an imperative for the district and the board must ensure proper and confident assurance of compliance in this area.

Interim Board Member #3 Application Questions, page 2

What is your definition of equity in the school district, and what would you do to improve equity in the district?

Equity in the school district is a matter of fairness. Every student should be given the opportunity and the necessary resources to thrive and succeed in the educational environment. However, some students, most often those with special needs or low-income, require additional resources to succeed to eventually close the persistent achievement gap that exists in our schools. Many of the factors facing students who are behind academically are outside of the school's control, necessitating careful allocation of district resources in a manner consistent with student need. Outside issues that students bring to school, such as poverty or lack of parental involvement, are challenges that must be addressed and overcome. As a member of the school board, I would work with other board members and staff to fulfill the mission of the school district to focus on the success of each student. This work would entail the identification of need and careful allocation of resources to ensure not only equality of opportunity, but equity for those that require additional assets.

Are you interested in the position only until the end of the interim term (June, 2019) or do you plan to run for a four-year term?

It is only fair to say that any decision to run for a four-year term at the conclusion of this interim position is best made in the months prior to the election. Productive performance as a board member, ability to work with other board members, and evidence-based efficacy in the position would be deciding factors to consider at that time.



Corvallis

SCHOOL DISTRICT

VI.A.4. Jim McCullough

James M McCullough
 1019 NW 29th
 Corvallis, OR 97330

JUN 28 2017

SUPERINTENDENT'S
 OFFICE

28 June 2017

Application for Interim School Board Position

1. Reason I wish to serve on the board

I have found Corvallis to be a great community since I moved here and feel that I would like to help keep this community great. I have grandkids in the Corvallis School District and wish to see that they get the best education possible. My skills of having been a long time financial executive specializing in the field of municipal finance particularly leads me to believe I can add value to the school district. My past service on the Budget Committee gives me a unique insight into the issues facing Corvallis School District especially with the recent large turnover of board members. Previously I have applied for previous open positions and ran for the School Board (coming in second). All of the board members that were selected, are no longer here. I remain committed to Corvallis School District.

2. Qualifications for the position and related skills

40 years as senior financial executive in banking and investments specializing in municipal finance.

- Senior VP, Aquila Funds specializing in tax free municipal bond funds (2nd largest holder of Oregon municipal bonds) (1999-2009)
- Director Fixed income Institutional Sales, CIBC Oppenheimer (1995-1999)
- Sales Manager Oregon Municipal Bonds, PaineWebber (1988-1995)
- President & Managing Director, Security Pacific Securities (now part of Bank of America) (1981-1988)
- SR VP, Security Pacific Bank (now part of Bank of America) (1971-1988)
- Vice President, Orbanco Financial Corp, (1981-1987)
- Vice President, NW Acceptance Corp (1981-1985)
- Investment Officer, First Interstate Bank of Washington (now Wells Fargo) (1979-1981)

Currently employed in Contract Management at Samaritan Health after a period of retirement. (2010 to present)

Volunteer activities

- Corvallis School District Budget Committee Chairman (2014-2017), member (2012-2014)
- Lake Oswego School District Budget Committee (2 years in 1980's)
- Bryant Elementary School, PTA board member, Treasurer, and President (7 years)
- State of Oregon Treasurer's Committee (special study for investment of public funds)
- State of Oregon Governor's Committee (special study of State of Oregon Municipal bond debt)
- State of Oregon Treasurer's Collateral Pool Evaluation, Chairman

- Portland Chamber of Commerce Taxation Committee
- Oregon Municipal Bond Club, Past President
- Oregon Banker's Association, Investment Committee and Government Relations Committee, Chair and Political Action Committee
- Rolling Hills Community Church, Finance and Building Committees, past Chairman
- Fellowship of Christian Athletes Board, past Chairman and Treasurer

Education

- University of Washington, Bachelor of Business Administration, Accounting Major
- Pacific Coast Graduate School of Banking, Commercial Banking Advanced Training

Related experience

- Served on many boards and as member of senior management in financial industry made regular presentations to boards, shareholder meetings, state legislative committees and to large institutional investors
- Developed State legislation for investment of public funds and issuance of municipal bonds by all municipalities in Oregon that are still in force today.
- Acted as advisor for the issuance of facilities bonds for school districts in Oregon and Washington. **Served on ad hoc committee for Lake Oswego School District to advise superintendent on strategy to pass school bond issue.**
- Experience by serving on various boards a committees of developing consensus among other member and staff.

3. Board Members relationship with others

--Board members are elected so must represent the community interests which requires listening to the public and when appropriate providing information to the public. A member does not have any authority as an individual but only as a board so being able to work with the other members and building a consensus on issues is essential. When the board acts it is important that all members support the decisions. The School Board responsibilities are implemented through the superintendent and staff so maintaining a good relationship with the superintendent and senior staff is essential. They are the education experts and should be allowed to manage the district within the policies set by the board with their input. The goal should always be what is best for the students and not lose that focus. **My past 5 years serving on the Budget Committee has allowed me to already build relationships with much of the senior staff and school board members.**

4. Equity in the school district is providing the opportunity for all students to achieve and succeed but not all students equally funded as all students have different needs to achieve. Improving Equity is monitoring performance of all groups and adjusting the education programs as needed. Equity is a moving goal and will always need adjusting but the challenge is to improve those who need the extra help without inhibiting the opportunities of those who need less help. Corvallis school district has a challenge to maintain the performance of some students while improving those in need of extra help. My background is not education but financial so I do not have answers to improve equity but I do have skills to monitor our current programs and hear ideas for improvements in order to make the best allocation of resources.

5. Difficult issues facing the district.

--Passing the new bond issue to revitalize and modernize many of our facilities which are old and not up to date for modern education needs.

--Due to budgetary restrictions from poor economy and declining population, teacher loads have increased and class selections at middle and high schools have become limited.

--Teacher burdens have increased due to non-teaching requirements and increased loads.

--Growth in Corvallis has improved and student population has started to increase after a long period of decline. However, development of more livable housing so people that work here can live here is essential.

--The diverse population creates a special challenge. Graduation rates are low, resources are spread thin too deal with the students in need causing the high achieving students too not get the resources they should. While most of those high achieving students will do well on their own and the need to improve graduation rates is essential we still need to improve.

--Burden of PERS increases over next upcoming years creates burden on planning for future educational needs.

--Participation by all students in more activities as active students stay in school.

Which of these is the most difficult? I would prioritize managing the financial difficulties and improving teacher burdens by decreasing class size and providing teacher support. The past improvements in the intervention programs and equity programs appear to be showing results. We need to build on this momentum.

My intent would be to run for election at the end of the interim term.

I look forward to further discussions.

Sincerely,

James (Jim) M McCullough



Corvallis

SCHOOL DISTRICT

VI.A.5. Peter Sabee-Paulson

Corvallis School Board Vacancy Application
Peter Sabee-Paulson

JUN 28 2017

SUPERINTENDENT'S
OFFICE

3225 NW Deer Run St
Corvallis, OR 97330

6. Reason for wanting to serve on the board.

Since moving to Corvallis in 2008, I have become more and more engaged in issues affecting the school district. At first I was mainly focused on issues affecting my own children, but now I find myself viewing our education system as one cornerstone of our community stool and wanting to work to make sure we are doing the best we can for all of Corvallis' students, and the community.

7. Qualifications.

I have met all of the stated qualification requirements for this position.

- I have been a resident of the District since 2008.
- I am a qualified voter of the District.
- I am not an employee of the District.
- I can attend the July 10, 2017 School District Board of Directors meeting and participate in the selection process.

I am a parent of 3 children currently attending Corvallis public schools (Franklin and Hoover), a small business owner, a taxpayer who values effective use of public funds and I am an engaged community member who cares deeply about providing quality education to all children. My hands on experience with local schools includes two years of involvement with the Science Olympiad program and leading watershed science field days for elementary students (Hoover and Adams). I am the newly elected treasurer of Franklin's PTA.

8. Skills that would be brought to the board.

My strengths are strong analytical skills, an ability to think outside the box and a solution-oriented focus. I strive to be an engaged listener when others are presenting their views and like the challenge of finding common ground where it may appear none exists. I am trained as a scientist and one of my professional passions is turning data into information that people can use to make good decisions. I think this could be an important asset to the board as it faces its upcoming challenges.

10. Answers to the following questions:

a. Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Superintendent - Work closely with our superintendent to better understand District goals, initiatives, policies, issues and responsibilities. Do my part as a Board member to support the Superintendent in the management and leadership of the District.

Staff - Listen to their concerns, strive to understand the issues, encourage engagement, work with find possible solutions, direct concerned individuals to the appropriate staff persons and provide support within the constraints of chain of command.

Other board members - I appreciate that each board member brings unique strengths and perspectives to the board. I respect the service that each board member is volunteering and would look forward to learning from them. I plan to work closely with our board chair to better understand district and board responsibilities. I plan to practice collaboration and respect and establish a model of collegiality and collaboration that builds confidence within the Board and across the community that everyone is working to do what's best for students. I understand that collegiality and collaboration doesn't mean consensus. I will engage our Board and Administration in an open thorough discussion/exploration of the issues. I understand that Boards vote, majorities rule and that after the vote, we embrace the decision and move forward together.

Parents – I will listen to concerns and questions; I will try to educate the school community about my responsibilities, explain the chain of command and direct concerned individuals to

the appropriate staff person. I will encourage and try to help them find ways to constructively engage the process.

Community – I will listen, bring concerns to the board, find ways to effectively engage the community so that I'm aware of issues outside my personal bubble. I will try to serve as a bridge between the District, education professionals and local communities.

b. Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district, and what would you do?

I believe that the biggest issues are increasing trust and transparency. High levels of trust and transparency come into play when motivating and empowering our team of parents, community, staff, administration, and Board members. Varied points of view should be welcomed, understood, researched and vetted against the objectives. Discussion should be encouraged, differences of opinion welcomed, decisions and the basis for decisions thoroughly documented.

Corvallis has a quality school district and education system. This quality is the product of contributions from the District's team. We need to find more ways to recognize and celebrate the success as well as better ways to increase engagement from all parts of the team.

We should strive for continuous improvement and should ask for all of the help that we can get from this team as we work together toward an ever greater educational system.

c. What is your definition of equity in the school district, and what would you do to improve equity in the district?

I believe that Webster's definition is to the point: *freedom from bias or favoritism*. In an educational context I believe that this means that the District strives to achieve its goals and comply with its guiding principals with freedom from bias or favoritism.

Applied, all students should find our schools a safe, welcoming and supportive environment. With regard to proficiency and academic growth for all student subgroups, if a student or group of students is found to be missing a District identified foundational skill or not realizing comparable academic growth, understanding the basis of the shortcoming and applying additional resources to addressing the deficiency or shortfall in growth becomes a priority.

In practice, I think that equity is ultimately defined by outcomes. I believe that the District policies and actions as I understand them are on the right track and I would try to contribute by supporting those policies and actions and by encouraging benchmarking progress. Are we tracking how safe, welcome and supported do our students feel? Do we use our data to benchmark proficiency standards and academic growth across our student subgroups? When we fall short, are we acting on the information? Does our process include representatives from our many and varied subgroups of students?

d. Are you interested in the position only until the end of the interim term (June 30, 2019) or do you plan to run for a four-year term?

Corvallis School Board Vacancy Application
Peter Sabee-Paulson

It is too soon to know.



Corvallis

SCHOOL DISTRICT

VII. OATH OF OFFICE - INTERIM SCHOOL BOARD MEMBER

VIII. 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