



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
Thursday, November 14, 2019 4:45 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

Thursday, November 14, 2019
4:45 PM

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

Meeting Details: Thursday, November 14, 2019, 4:45 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. WELCOME AND INTRODUCTIONS (4:45 p.m.)*
- II. SCHOOL IMPROVEMENT PLANS (5:00 p.m.)*
 - II.A. Adams Elementary School



ADAMS ELEMENTARY SCHOOL

Our Vision	Our Mission	Our Values
<p>Adams students will demonstrate a zest for learning. They will be safe, respectful and responsible, contributing to their community</p>	<p>Within our caring community, we seek to create an environment that empowers students to become lifelong learners who are compassionate and contributing members of our world community.</p>	<p>In order for Adams' Alligators to have a safe and caring environment at school, students and staff:</p> <ul style="list-style-type: none"> ● make our school <u>safe</u> for everyone ● Are <u>respectful</u> to one another and our environment ● Are <u>responsible</u> for our own actions

School Demographics

K	57	3 Classrooms		3rd	90	4 Classrooms
1st	62	3 Classrooms		4th	44	2 Classrooms, 1 Blend
2nd	76	4 Classrooms		5th	67	2 Classroom, 1 Blend

Talented and Gifted	Students Navigating Poverty	Special Education	Emerging Bilinguals	Race	
3%	28%	9%	10%	Asian	32
				Black	5
				Hispanic	36
				Multiracia	43
				1	311
				White	



ADAMS ELEMENTARY SCHOOL

Staff Information	
Certified Staff	Classified Staff
<ul style="list-style-type: none"> ● 19 Classroom teachers ● 1.5 Special Education teachers ● 1 Speech Language Pathologist (1.0 FTE) ● .5 Dean of Students ● 1 PE Teacher (.90 FTE) ● 1 Music Teacher (.90 FTE) ● 1 Art Teacher (.50 FTE) ● 1 Counselor (1.0 FTE) ● 1 Mental Health Therapist (.5 FTE) 	<ul style="list-style-type: none"> ● Behavior Support (8 hrs) ● Skills Trainer (4 hrs) ● Health Room Assistant (2 hrs) ● Assessment Tech (3 hrs) ● Educational Assistants - 12 (6 or + hrs) ● Librarian (6.5 hrs) ● Tech 1 (4 hrs) ● Office Manager (8 hrs) ● Office Assistant (8 hrs)

Opening Narrative

Corvallis Elementary Schools’ commitments are predicated on our foundational belief that student achievement belongs to everyone. We are dedicated to upholding intentional systems devised to ensure every student’s achievement will not be predicted by race, ethnicity, economic status, mobility, gender, orientation, disability, health, or initial proficiency.

Results from 2018-19 School Action Plan

What were our successes?

MTSS Model

Our focus last year was on expanding our RTI (Response to Intervention) process to a MTSS (Multi-Tiered Systems of Support) model to increase our levels of inclusive supports. Specifically, we aimed to align diagnostic assessments, included Educational Assistants in our decision-making processes, and defined areas of improvement as we examined our inclusive practices. We implemented evidence-based supports such as SIPPS and Heggerty Phonemic Awareness with the goal of increasing foundational reading skills in K-2. Lastly, we implemented the new literacy core curriculum, Collaborative Classroom. Data showed that students participating in SIPPS and the first grade cohort as a whole made significant growth.



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Mental

Health Integration

As our student population continues to grow and evolve, we have recognized an ever-increasing need for mental health supports in our school. Rather than operate in a reactive model of services, we analyzed our areas of growth in regards to integrating mental health supports. That is, instead of waiting to respond to individual student issues, we determined proactive ways to integrate a mental health model. Some key actions include: *review social-emotional needs/supports at MTSS meetings; define role of school counselor as one that provides whole-class lessons and serves individual students most in need; define role of counseling support as one that facilitates small social skills groups and provides in-class support; implementation of Great Body Shop curriculum.*

What areas do we need to improve?

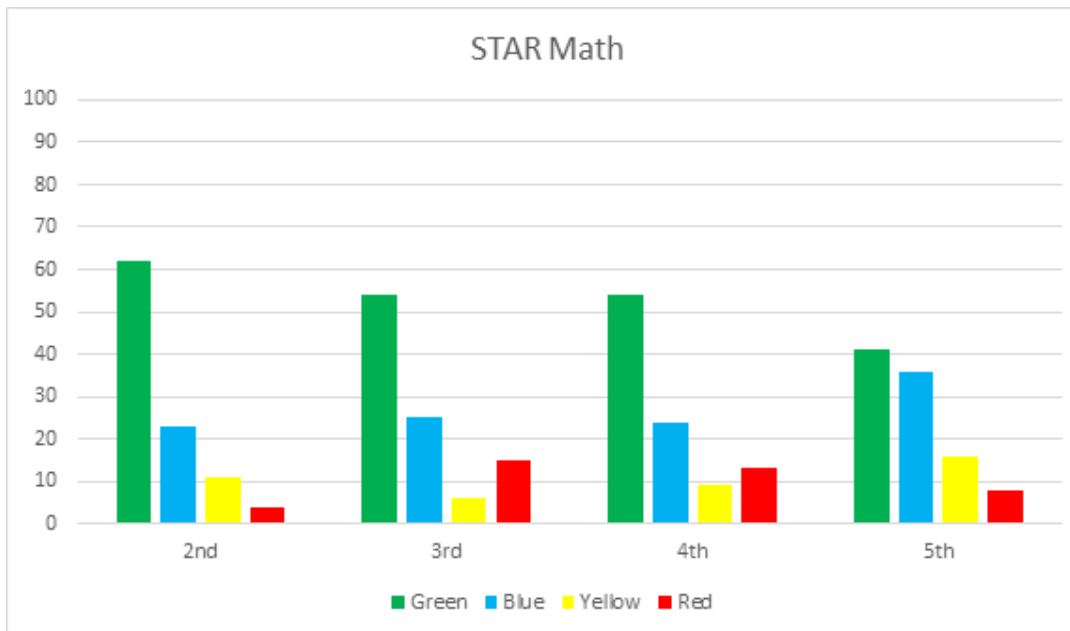
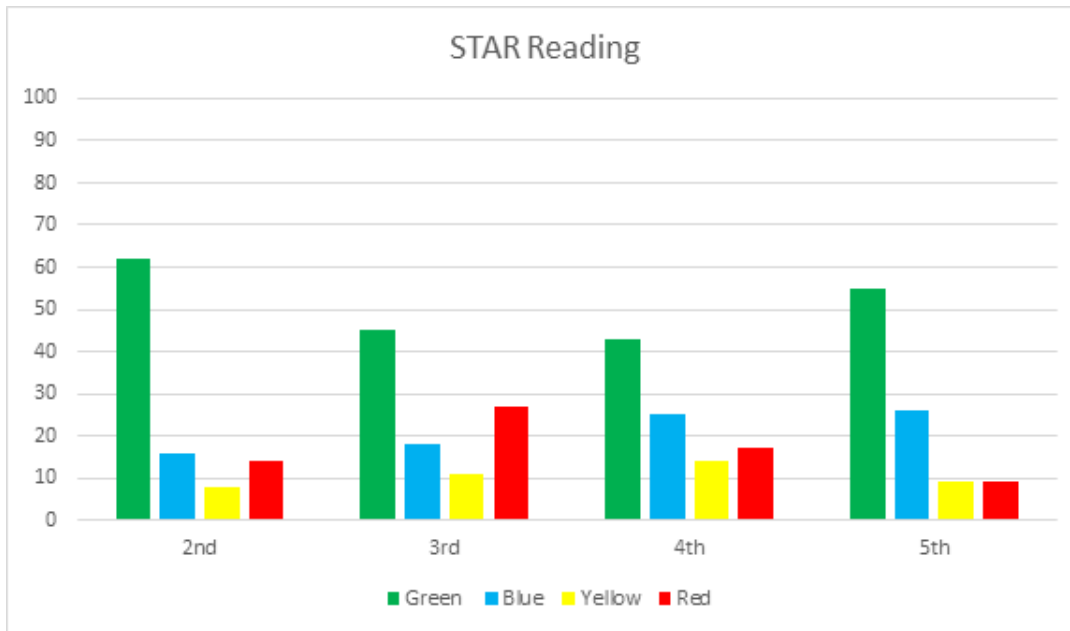
As we look ahead to the 2019-2020 school year, two main areas of growth have been identified. First, we are intentionally working towards isolating race, examining the role of whiteness in our systems, and improving engagement with our families of color. Second, we are continuing and expanding our inclusive practices with detailed actions listed in this year's School Improvement Plan.

(Continued on next page.)



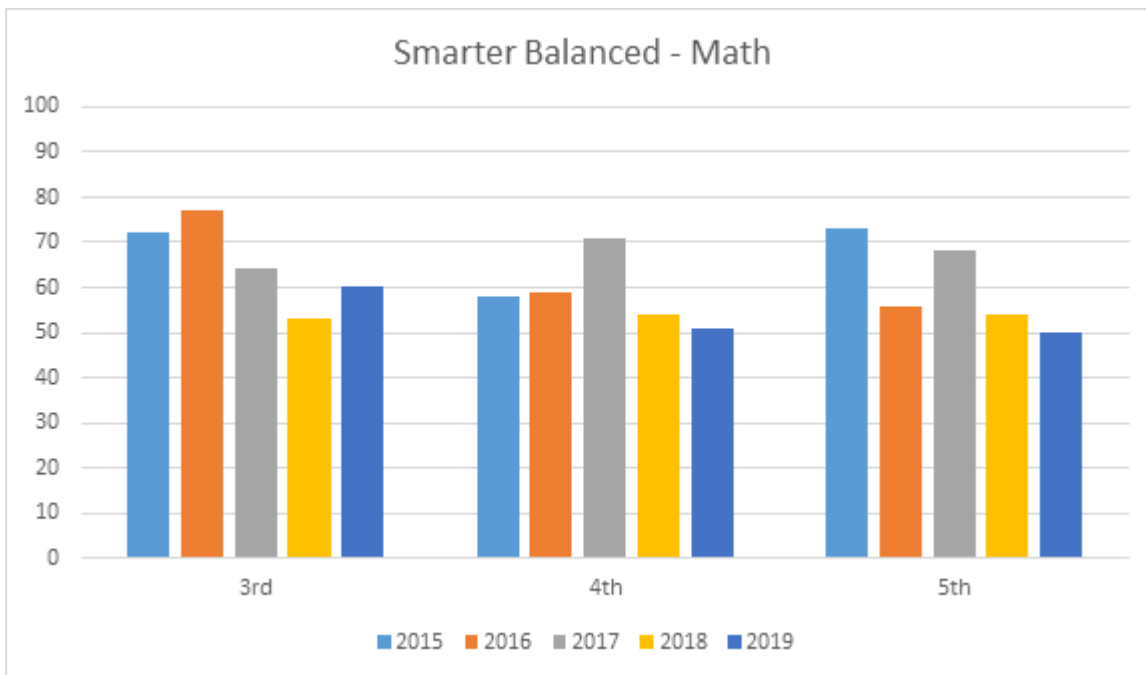
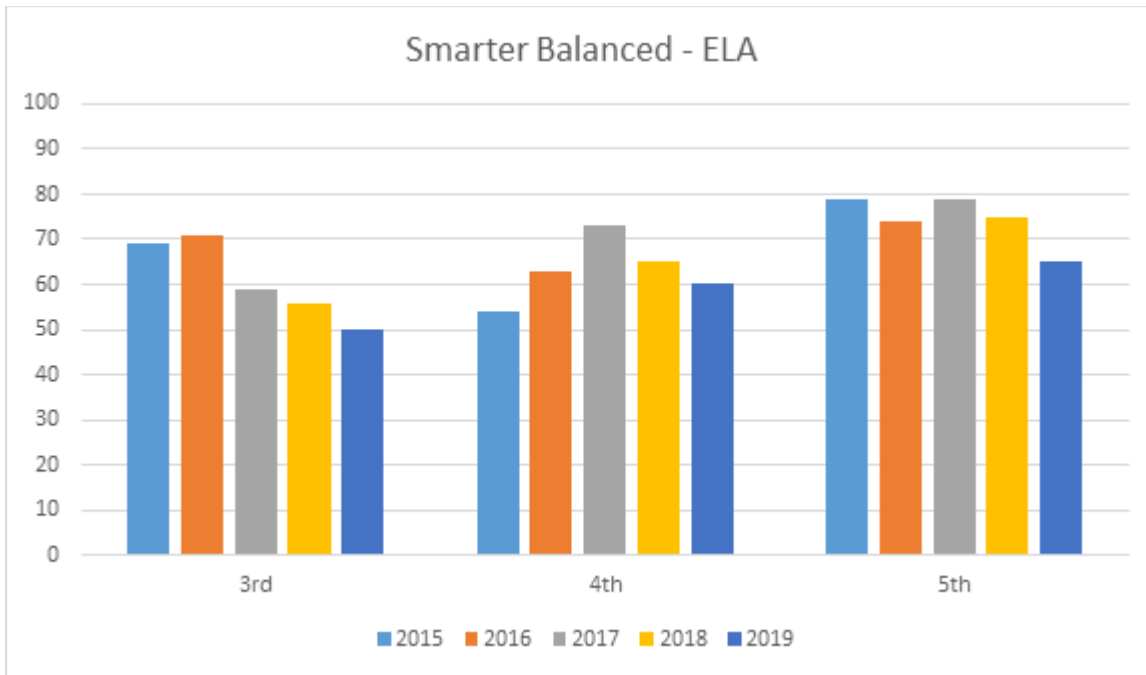
ADAMS ELEMENTARY SCHOOL

The goal is for 80% of students to meet benchmark (green) expectations in both Reading and Math. Below is the data from this Fall.





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Component 1

Student Achievement

Our Commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Issues Regarding Student Achievement:

Based on data including Fall STAR scores in Reading and Math, we are focusing on our core instructional practices as well as implementing an inclusive learning model.

Key Actions:

- ❖ **Alignment of our core curricula practices across grade levels:** Last year, data was collected showing that a variety of core academic curriculum and assessments were being implemented - reflecting a lack of school-wide alignment. This year we have identified specific academic assessments for each grade level and further defined our curricular practices in reading and math.
- ❖ **Movement towards an inclusive model of service:** Traditionally, the majority of intervention support services were provided outside of the general education classroom by an Educational Assistant. This year, the goal is to provide services in the classroom by the most highly qualified staff member. Key elements in this shift include:
 - *A focus on engagement strategies that honor students' identity, expression, culture, and background.*
 - *A master schedule that extends academic minutes in the classrooms rather than blocking out a traditional 30-minute intervention block. This allows flexibility and time to deliver supports in the classroom.*
 - *Classroom teachers providing instruction to the students with the highest needs when appropriate.*
 - *Educational Assistants collaborating with the classroom teacher to create an instructional delivery model that targets the learning needs of the students.*
 - *Classroom teachers being trained on and responsible for conducting assessments; using this data to drive instructional decisions.*
 - *Specialists consulting with and modeling strategies for teachers to use in modifying content that supports student access to academic content in the classroom.*
- ❖ **Year-Long Professional Development:** A comprehensive, ongoing professional development plan has been created that focuses on authentic engagement strategies, inclusive practices, and curriculum alignment.
- ❖ **Leadership Team Instructional Strand:** Our Leadership Team is comprised of 10 staff members. We identified strands that focus on different elements - Instruction, PBIS, and Social/Emotional. The Instructional Strand includes the Principal, Special Education Teacher, and RTI Specialist; they will support the implementation of our focus areas this year.



ADAMS ELEMENTARY SCHOOL

Component 2 Equitable Systems

Our Commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Issues Regarding Equitable Systems:

Students that are navigating poverty are achieving at lower rates than their peers based on Smarter Balanced data. In addition, this past year, the ELA growth for students navigating poverty decreased. The data indicates that the average score for “All Students” in both Achievement and Growth in ELA and Math was a Level 3 compared to “Economically Disadvantaged” at a Level 2; the score was a Level 1 for ELA Growth. This represents a need for our systems to evolve to ensure we are meeting the needs of our most vulnerable populations.

Key Actions:

- ❖ Embedding essential equity questions into all decision-making processes
 - What are the invisible or unintended consequences of this decision/process?
 - What perspectives are not represented in the decision-making?
 - Have we ensured that race, economic status, gender, or educational level have been intentionally considered when thinking of impact and unintended consequences?
- ❖ Developed and redefined school-wide processes for supporting students
 - Student Support Team - we expanded the roles present at the meetings to now include the classroom teacher, mental health therapist, skills trainer, and speech-language pathologist. This is in addition to traditional team members (principal, counselor, behavior support, special education teacher, and office manager.)
 - Referral - we changed the use of language on our forms to represent that way in which we talk about students in need of support. Historically, forms have listed behaviors (defiance, disrespect) for teachers to check off. The forms now reflect our belief that, if students could do well, they would do well. Rather than listing behaviors, we now list lagging skills; instead of defiance, we would discuss a student’s lagging skill in Emotion and Self-Regulation with a focus on their ability to manage irritability/anxiety/disappointment age-appropriately. This shifts the conversation to a more student-centered approach.
- ❖ Providing supports in the classroom by the most highly-qualified person
 - Academics - teachers are engaging in more targeted instruction for students most in need by leading interventions for students in the classroom. This is a shift away from students leaving the classroom to receive intervention services by an Educational Assistant.
 - Social-Emotional - we have implemented the social-emotional curriculum (Caring Schools Community) school-wide which includes a morning and end of day circle/class meeting. In addition, our SLP, skills trainer, and special education teacher are pushing into classrooms more to help students feel connected to their teacher/peers as well as aide in the application of skills in a real-world environment rather than in an isolated room.



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Component 3

School Environment & Culture

Our Commitment:

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Issues Regarding School Environment & Culture:

Our committees and organizations do not reflect the racial and economic diversity that is Adams. Instead, they traditionally reflect a white culture which inherently limits the inclusion of multiple perspectives.

Key Actions:

- ❖ **Adams Parent Association** - every decision that is made through this group includes the same anchor questions used in school-based decisions:
 - What are the invisible or unintended consequences of this decision/process?
 - What perspectives are not represented in the decision-making?
 - Have we ensured that race, economic status, gender, or educational level have been intentionally considered when thinking of impact and unintended consequences?
- ❖ **Student/Family Voice** - we will work towards engaging multiple perspectives through family/student outreach with the goal of better understanding the experiences in our school community. This includes the Youth Truth Survey for families and students as well as intentional conversations around the impact of race in our school.
- ❖ **School-Wide Inclusive Initiatives**
 - Start with Hello Campaign - at the beginning of the year we joined the weeklong campaign through the Sandy Hook Promise organization which seeks to create a culture of inclusion that values each individual.
 - Be the Reason Someone Smiles - the staff has embraced the value of kindness as a focus this year which is supported by the Caring Schools Curriculum. Every Monday we wear our staff shirts with this motto and our beginning of the year assembly was a joint effort with the “Start with Hello” week.
 - Look for the Good Campaign - in November, we will implement the Look for the Good campaign which focuses on consistent connection, gratitude, and kindness. There are opening and closing assemblies in addition to ongoing activities throughout the two week campaign.



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Component 4

Real-World Learning

Our Commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

Issues Regarding Real World Learning:

Students have not been given adequate opportunities for real world learning experiences that are culturally responsive to our students' needs.

Key Actions:

- ❖ Expand the Digital Narrative project to all 4th grade classes. This project is an example of one that promotes student voice and identity through storytelling and technology. It culminates with a public sharing event at the Whiteside Theater.
- ❖ Work with district staff to ensure that district-wide real-world learning opportunities are accessible and responsive to the needs of our students.
- ❖ Expand the 3-D printing project to all 5th grade classes. Students use TinkerCad software to create an object that is printed as a 3-D model.
- ❖ Theme-based and community-based field trips in all grade levels - (Eugene Science Center, Water Treatment Facilities, Outdoor Camp, Salmon Watch, Bike Safety, etc.)



ADAMS ELEMENTARY SCHOOL

Component 5

Health & Wellness

Our Commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Issues Regarding Health & Wellness:

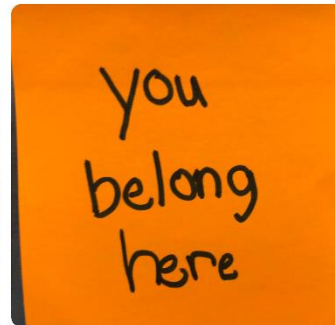
Our Health and Wellness focus has traditionally been on nutrition and physical health. However, this neglects proactive measures around mental health concerns such as toxic stress and trauma.

Key Actions:

- ❖ Implementation of our Caring Schools Community Curriculum.
- ❖ Engaging in conversations that isolate race and how it impacts students' health and wellness in a majority white school.
- ❖ Professional Development with a focus on Mental Health: collaborating with Samaritan Mental Health, trauma informed practices, Caring Schools Community curriculum.
- ❖ Integration of the district mental health model which includes a .5 FTE therapist and .5 skills trainer.
- ❖ Full implementation of the district Wellness Policy.
- ❖ Continuation of wellness programs such as the AIM (Adams in Motion) running program and yoga at morning recess.
- ❖ Incorporation of sensory breaks to meets student-specific needs. This includes the sensory maze for regulation and the opportunity for walking breaks which allow for adult connection and physical regulation.



ADAMS ELEMENTARY SCHOOL





Corvallis

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II.B. Garfield Elementary School



**GARFIELD SCHOOL
SCHOOL IMPROVEMENT PLAN
2019 - 2020**

Our Vision	Our Mission	Our Beliefs
See attached Vision Statement	We provide a cognitively demanding, bilingual education to students in our school community. Our goal is to create an environment where individual voice is valued, heard, and developed and ensure that each student has the foundational skills necessary to engage in the critical thinking that is necessary to be an active member of their community.	We value: <ul style="list-style-type: none"> ● Bilingualism ● Voice ● Prior Knowledge ● Critical Thinking ● Engaged Discourse ● Growth Mindset

Student Enrollment by Grade	Demographic Information
Total Enrollment: 443 students Kindergarten: 71 students 1st Grade: 66 students 2nd Grade: 73 students 3rd Grade: 84 students 4th Grade: 73 students 5th Grade 76 students	Emerging Bilingual: 40% Special Education 9% Talented and Gifted 5% (21 students) Students Navigating Poverty 57% 44% of students identify as Hispanic/Latinx 3% of students identify as American Indian/Alaskan Native 3% of students identify as Asian 1% of students identify as Black 6% of students identify as multi racial 43% of students identify as white

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SCHOOL IMPROVEMENT PLAN
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Staff Information	
<p>38% of classroom teachers identify as Hispanic/Latinx 62% of classroom teachers identify as white</p> <p>Certified Staff</p> <ul style="list-style-type: none"> ● 18 classroom teachers – 15 bilingual teachers who teach bilingually or exclusively in Spanish ● 1.0 FTE Special Education Resource Teacher ● 3.0 FTE Linguistic Specialists – 1.5 FTE bilingual, 3.0 FTE ESOL endorsed ● 1.0 FTE Instructional Coach – 1.0 FTE bilingual and ESOL endorsed, ● .5 FTE RTI specialist – ESOL endorsed, Special Education endorsement ● 2.3 FTE specialist teachers (.9 FTE Bilingual PE, .9 FTE Music, .5 FTE Bilingual Art) ● 1.5 FTE counselor - bilingual 	<p>Support Staff</p> <ul style="list-style-type: none"> ● 3.75 FTE office staff to support office and families (OM, AA, family liaison, health navigator) ● 2.5 FTE behavior and social skill support ● .81 FTE assessment technician ● .81 FTE library media specialist ● .5 FTE technology assistant ● 3.4 FTE special education assistant ● 2 FTE ELL assistant ● 7 FTE general education assistant

Opening Narrative

Each staff member at Garfield Elementary School has been building their capacity to engage and sustain conversations about things that are difficult in our school system. Staff members are engaged in talking about student behavior, how race, ethnicity, and native language affect access to education and how our system and our practices play a role in disparate outcomes.

Results from 2018-19 School Action Plan

Component 1: Academic Achievement

Challenges

- We had to adapt our structure of supporting 100% math instruction.

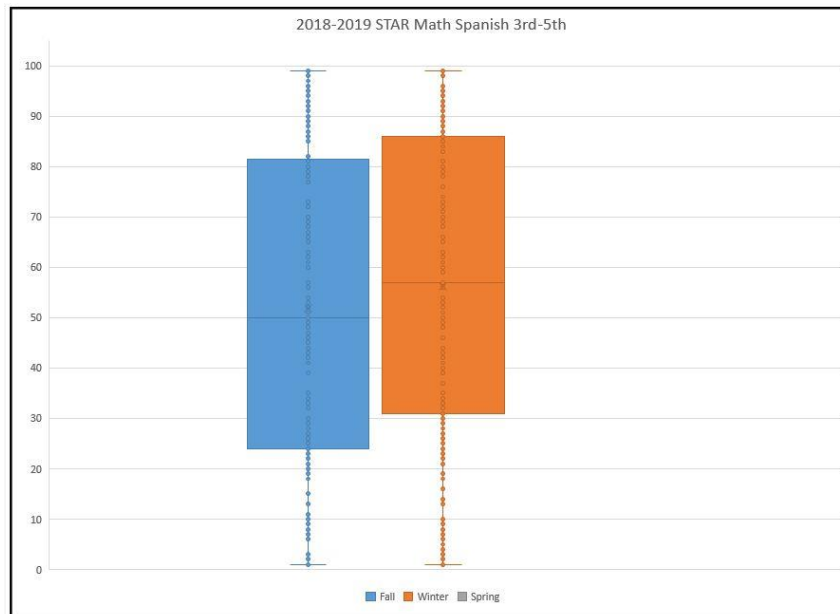
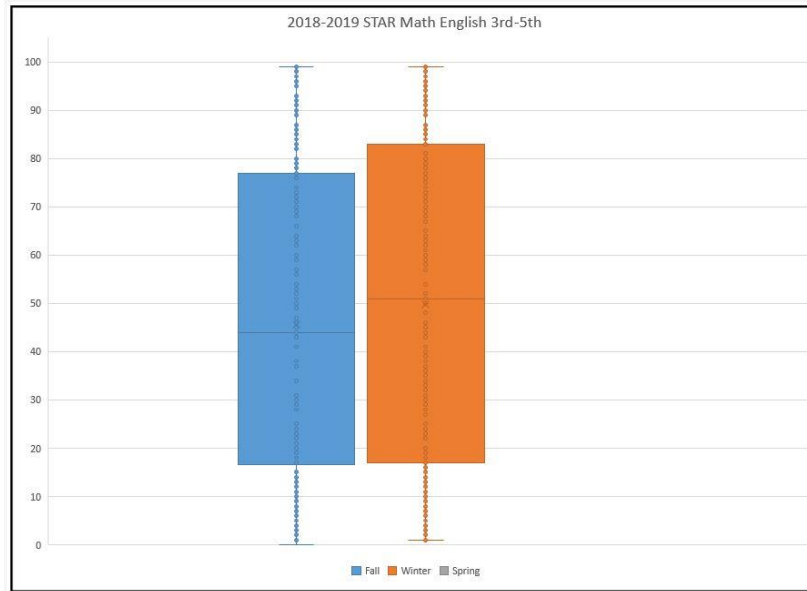
Progress

- Grade level PLCs have implemented Cycle of Inquiry in Math to inform differentiation.
- Grade level PLCs have developed authentic engagement rubrics to align practice, set clear expectations and use as a tool to give students feedback about their engagement in math instruction.

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Next Steps

- Support reflective conversations using Cycle of Inquiry to identify focus needs for math.



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SCHOOL IMPROVEMENT PLAN
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Component 2: Equitable Systems

Challenges

- As we bring new staff into our system, we have struggled to help them build capacity to participate in our Equity work.

Progress

Curriculum Development Questions – Example of work that teams are implementing systemically across the school:

- Are the curriculum and the supplemental materials available in Spanish and English?
- How would this unit build students' exposure to multiple perspectives?
- How would this unit build students' exposure to multiple cultures?
- Does the unit offer students an opportunity to see their culture and/or race represented throughout our community or in a broad range of experiences?
- What lens does the unit use to examine culture/race/multiple perspectives?
- How does the unit give students the opportunity to think critically about their place in society and their perspective on issues?

Next Steps

- All staff members have begun this work, we will continue this work through differentiated conversations to support staff to develop skills.

Component 3: School Environment and Culture

- 151 different students earned referrals
- 30 different females earned referrals (14 white, 16 SOC)
- 121 different males earned referrals (48 white, 73 SOC)
- Male SOC earned 959 referrals last year (61%)
- White males earned 435 referrals last year (28%)
- Female SOC earned 5% of the total referrals last year
- White female earned 5% of total referrals last year

Challenges

- We have yet to reach a point where we are calibrated, as a staff, as to when and when not to write referrals and the purpose of referrals within the context of our school wide system.
- Staff members have varying capacity to address behavior issues in a culturally responsive, trauma informed manner.

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Progress

- We have implemented monthly conversations about responding to behavior incidents into staff meetings. Each conversation is first centered around recognizing our bias and how to respond in a culturally responsive, trauma informed manner.
- We have articulated a clear process for teachers to identify how to respond to common student behaviors and how and when to utilize school wide systems of support.

Next Steps

- Build the capacity of the building leadership to engage peers in difficult conversations about behavior and individual's role in the growth of each student.

Component 4: Real World Learning

Challenges

- The work to align real world learning opportunities with our thematic units has to be adapted. We adopted a new curriculum and are in the process of revising this work.

Progress

- District support staff has built an awareness of the needs of our students and their families. District support staff is more likely to raise questions of access and cultural relevance rather than waiting for school staff to bring forward issues.
- In work with the district, we have removed barriers that many families experienced in the participation of Outdoor School.

Next Steps

- Alignment work of grade level teams to incorporate real world learning into the new curriculum.

Component 5: Health and Wellness

Challenges

- We need to build the capacity of each staff member to support them to address student needs with a trauma informed lens.

Progress

- Teachers participate in weekly SST meetings. These meetings are facilitated to ensure that the team can be responsive to student needs.

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SCHOOL IMPROVEMENT PLAN
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- We have developed teacher understanding of the process so they can access support for a student when it is needed.

Next Steps

- With additional resources this year, we need to continue to articulate different supports that are available to students and the pathways to access those supports.

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**Component 1
Student Achievement**

Our Commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Academic Issue(s):

Garfield does not have an articulated scope and sequence to guide teachers in aligned writing instruction. The school lacks agreement on the implementation of aligned writing instruction.

Key Actions:

- Articulate scope and sequence for writing instruction that is aligned to new curriculum and incorporates resources from 6+1 Traits and Step Up to Writing.
- Develop a school wide writing assessment in Spanish (K-5) and English (3-5).
- Develop scoring rubric for Spanish and English assessment.
- Implement school wide writing assessment in Spanish and English.
- Analyze data from the assessment to identify strengths and needs.
- Disaggregate data by race to examine its role in the perpetuation of academic disparities and how our institutionalized bias may be perpetuating the disparities.

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**Component 2
Equitable Systems**

Our Commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Academic Issue(s):

Teachers have different levels of expertise with effective culturally responsive instructional practices. Teachers do not receive timely effective feedback on the use of effective culturally responsive instructional practices.

Key Actions:

- Teachers will review class academic achievement data and disaggregate data by race, ethnicity, and socio-economic status.
- Teachers will identify 2-3 focus students.
- Each teacher will hypothesize as to a focus area in their instructional practice that they believe may be a barrier and could be a pathway to these students' authentic engagement in rigorous academic instruction.
- Teachers will adapt their instructional practice in the focus area and reflect on focus students' responses.
- Teachers will work with the instructional coach, mentor, and/or peers to get feedback on these instructional practices.

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**Component 3
School Environment & Culture**

Our Commitment:

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Academic Issue(s):

Staff members are not calibrated on how to respond to behaviors in classrooms and across the school. All staff members do not have the same understanding of how to access support for behavior problems.

Key Actions:

- Monitor the implementation of new “Gecko Room” procedure.
- Revise “Gecko Room” structures based on implementation data.
- Build the capacity of building leadership to engage in productive conversations about student behavior.
- Monitor the implementation of Behavior Support Plans.
- Revise BSP structures based on implementation data.

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**Component 4
Real-World Learning**

Our Commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs.

Academic Issue(s):

With the implementation of a new language arts curriculum, our school has not yet integrated real world, hands on learning experiences aligned to the course of study.

Key Actions:

- Design performance tasks aligned to theme of each language arts unit.
- As each unit plan is developed, teachers will articulate real-world learning opportunities to be incorporated into each unit.

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**Component 5
Health & Wellness**

Our Commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning.

Academic Issue(s):

Our school system continues to look at student mental health from a deficit based model. As a result, students who have experienced or are currently experiencing trauma outside of school, do not consistently experience a trauma informed school environment when they enter school. This issue is exasperated by unequal access to health care.

Key Actions:

- Build the capacity of building staff through Trauma Informed Care professional development.
- Student Study Team will work to align mental health support for students. The team will calibrate when to access those supports.
- Build the capacity of building leadership to engage in productive conversations about student mental health.

**GARFIELD SCHOOL
SCHOOL IMPROVEMENT PLAN
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Garfield Elementary School Vision Statement

If Garfield Elementary School is to be an exemplary school, it must have a clear sense of the goals that it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions that the various stakeholders in the school must make in order to transform these ideals into reality. This vision statement provides the standards that Garfield should strive to achieve and maintain. These standards are both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

I. Curriculum and Instruction

An exemplary bilingual school provides a diverse and balanced curriculum. This curriculum includes a core that specifies the knowledge and skills that all students are to attain. The school designs its curriculum and instruction to enable all students to acquire these outcomes. In such a school:

- A. Bilingual curriculum enables students to broaden their perspective in order to understand and appreciate diverse cultures within the school and cultures and conditions beyond those of their local community. Student, family, and cultural connections are an integral part of the curriculum.
- B. All students have equal access to educational opportunities that are afforded to all students across this district.
- C. Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level that stimulate student engagement and provide purposeful learning.
- D. The scope (depth and breadth), sequence (order or flow), and language of instruction of the curriculum are aligned from grade to grade.
- E. The academic progress of each student is closely monitored, and supported. Instruction is adjusted according to students' needs.
- F. Instruction is differentiated for all students.
- G. Assessment is used to improve instruction. Assessments are aligned to instruction and curriculum.

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SCHOOL IMPROVEMENT PLAN
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II. Students

In an exemplary bilingual school, students:

- A. Believe in themselves, and persist to reach their full potential.
- B. Are prepared to navigate both academic and life challenges.
- C. Are respectful of self and others: fellow students, teachers, staff, visitors, etc.
- D. Accept responsibility for their learning, decisions, and actions.
- E. Understand their role in the community and contribute to making it better.
- F. Have a broad worldview.
- G. Respect their own and others identities.
- H. Are proud of their bilingual identity.
- I. Have a growth mindset.

III. Staff

An exemplary bilingual school operates on the premise that a school can only be as good as the people it employs. Therefore, it is committed to recruiting, retaining, and supporting outstanding, diverse educators who can advance the school's vision. All staff members:

- A. Have high expectations for student success guided by shared goals and a sense of common purpose.
- B. Use culturally responsive practices to design educational experiences.
- C. Model the importance of lifelong learning through their commitment to ongoing professional development including building capacity to meet the needs of our diverse student population.
- D. Collaborate with one another on a regular basis on curriculum, instruction, individual students, and school improvement initiatives in order to create conditions that promote student and staff success.

**GARFIELD SCHOOL
SCHOOL IMPROVEMENT PLAN
2019 - 2020**

IV. School Climate

An exemplary bilingual school provides a warm, inviting climate that enables students to enjoy their school experience and results in a shared sense of pride in the school. In an exemplary bilingual school:

- A. Members of the school community are known and valued for who they are and their experiences.
- B. There is a commitment to provide an emotionally, physically, and socially safe, supportive environment on school campus at all times.
- C. All individuals are treated with respect.
- D. There is open communication between all members of the school community.
- E. Members of the school community take pride in and respect school facilities.
- F. Bilingualism is modeled and valued.

V. Community Partners

An exemplary bilingual school recognizes the importance of establishing effective partnerships with the larger community. It strives to develop the community's allegiance to and ownership in the school. In an exemplary bilingual school:

- A. Volunteerism is encouraged and used effectively to move toward the vision.
- B. Students are active participants in the larger community.
- C. Opportunities to participate in school community is inclusive and welcoming
- D. The school encourages community agencies to support bilingual norms of the school.
- E. Partnerships and relationships with families are built and supported in a variety of ways.



Corvallis

SCHOOL DISTRICT

II.C. Hoover Elementary School



Hoover Elementary School School Improvement Plan 2019-20

Our Values	Our Mission	Our Beliefs
<p>We Value a learning community where children feel safe to learn and collaborate, and where we cultivate a community of respect and integrity through relationships.</p>	<p>Our Mission is to support all members of the Hoover community with a well-balanced education that addresses social, emotional and academic growth so they become lifelong learners and global citizens.</p>	<p>We believe each individual at Hoover is unique, valued and can learn and grow. We believe that students do well if they can, and that we are here to build skills. We believe in family connections. We believe that all kids deserve an engaging, challenging and supportive environment.</p>

School Demographics

Total Enrollment =382						
K	48	2 classrooms (24/24)		3rd	72	3 classrooms (23/24/25)
1st	47	2 classrooms (22/25)		4th	83	3 classrooms (28/29/26)
2nd	63	3 classrooms (21/21/21)		5th	69	3 classrooms (22/23/24)

Talented and Gifted	Students Navigating Poverty	Special Education	Emerging Bilinguals	Race	
11%	15%	8%	11.5%	Asian	20%
				Black	1 %
				Hispanic	9 %
				Multiracial	9 %
				White	61%



Hoover Elementary School School Improvement Plan 2019-20

Staff Information	
Certified Staff	Classified Staff
<ul style="list-style-type: none"> ● 16 Classroom teachers ● 1 Special Education teacher ● 1 Speech Language Pathologists (.50 FTE) ● 1 PE Teacher (.80 FTE) ● 1 Music Teacher (.80 FTE) ● 1 Art Teacher (.40 FTE) ● 1 Counselor (.50 FTE) 	<ul style="list-style-type: none"> ● 11 Educational Assistants for Interventions, 1:1 support and Supervision support school-wide <ul style="list-style-type: none"> ○ Hours vary from 2-6.5hrs per day ● Health room support (2 hours per day!!) ● 2 Behavior Support Staff ● Library Assistant, Tech 1, and Assessment Tech

Opening Narrative

As we launch into another year of growth for staff and students at Hoover we will focus much of our work on building a Caring School Community this year. Research shows that when students feel connected to their schools they not only perform better academically, but they also develop the emotional resilience, healthy relationship skills and strong moral compasses that serve them well for their entire lives.

At Hoover we believe that children’s development is an adaptive process, which requires a supportive and challenging social context where students are guided through mistakes to apply new skills. In schools where students experience a caring learning environment and social-emotional learning is targeted schools see more positive classroom behaviors, fewer problem behaviors like violence, bullying and drug-use, as well as, reduced emotional problems such as depression and stress disorders. The Child Development project also found that students who experience effective Social Emotional Learning approaches have significant achievement gains in both language arts and math and improved social and emotional skills.

This year our work at Hoover will focus on helping students find belonging, competence and autonomy through daily community circles with their class, cross grade level buddy work, new clubs and activities during school hours and beyond and targeted school wide community building activities. We are embracing these new opportunities because of the important role social-emotional learning plays in laying a foundation of success for all students.

Results from 2017-18 School Action Plan

Component 1: Academic Achievement

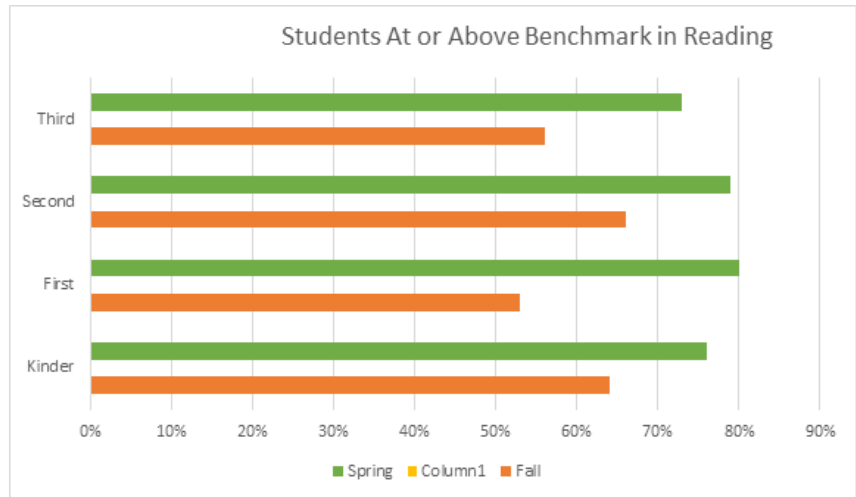
With the new reading curriculum and many opportunities for professional growth for teachers around the teaching of reading we focused in 2018-2019 on reading achievement of our Kinder- Third grade students.



Hoover Elementary School School Improvement Plan 2019-20

In the fall of 2018 we had only 60% of our students across K-3rd possessing the reading skills required to meet the fall benchmark. By spring we had 77% of our students at the benchmark level which was a bit below the 80% we were targeting.

Our first grade cohort had the biggest needs and we poured support into the classroom with EA's, through pull-out interventions and parent information nights to help support students. We saw our biggest gains in first grade with these targeted supports.



As a team we determined that we needed to find a way to support SIPPS instruction in the classroom for second grade and we needed to boost phonemic awareness skills in kindergarten to see skills jump forward.

Component 2: Equity

Our school worked to increase the % of students that were on IEP's and 504's that were on benchmark by spring. This work included increasing teacher/EA understanding of student goals and how to intentionally support goals. Targeted tracking of reading goals and EA's understanding of interventions was supported. Hoover intentionally increased reading opportunities for students during the school day. Changes to practice included reading challenges sponsored by our library, focus on IDR time, and observations of small group instruction to increase the amount of time students spend reading. A parent survey of how best to support families of students on 504's and IEP's was also implemented. On ELA SBAC our 3 year average for students navigating poverty academic achievement held firm at 51% but we did see an increase from 27.8% to 32.6% for students with disabilities. The exciting piece was our growth data for these sub groups where we saw our 3 year average last year of 48 and this year 54 for students with disabilities.



Hoover Elementary School School Improvement Plan 2019-20



Component 3: School and Community

A staff created and run PBIS team rebooted the teaching of school-wide expectations, coaching for improvement and skills, and acknowledgement of effort with great results this past year. Husky High 5's were reimagined and our school chose 5 key character traits to adopt with a systematic way for teaching those. A team attended the NW PBIS conference and came back inspired to support all students in being successful at school.

Component 4: Real-World Learning

Teachers incorporated Mystery Science in to their curriculums at all levels. This increased the number of inquiry based projects students were exposed to during the year. Grade levels worked collaboratively to expose all students to local science experts and take students into the field to study and learn in the real-world.



Component 5: Health and Wellness



Hoover celebrated its first year of a walking/running program during morning break.

Collectively the school logged over 3,140 miles from Oct-May. In essence our community walk/ran from Corvallis to Washington D.C. last year. We created a bulletin board in our lobby that mapped the total school miles and kept track of grade level and individual student accomplishments. We had 98 students that logged over 10 miles and five kids that ran over 50 miles. We also included a 10 minute walking time to our morning care program in the gym and more teachers logged the use of GoNoodle and other movement breaks during the day.



Hoover Elementary School School Improvement Plan 2019-20

Component 1 Student Achievement

Our Commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Issues Regarding Student Achievement:

Kindergarten students are entering our school each year with less school readiness skills than in year's past. Phonemic awareness skills which is the foundation layer for decoding and encoding words are very low with our kindergarten students this year. On our dibels screen for PSF (phoneme segmentation fluency) only 20% of our incoming kinders had the benchmark skills in the fall in this area. Further screening showed students struggle with rhyming, isolating sounds, blending onset and rimes and many other foundational skills that must be in place in order to read and write.

Key Actions:

- ❖ EAs will be assigned to kindergarten classrooms for extended time during core instruction blocks to create opportunities for academic intervention to occur in the classroom and with the classroom teacher.
- ❖ Our kinder grade level teacher team will utilize our MTSS Intervention Matrix to plan for needed interventions in reading, math, and behavior during RTI and PLC times.
- ❖ Our teachers will be fully implementing our literacy curriculum, Collaborative Classroom, and with that targeting the phonological activities that are embedded in Being a Reader.
- ❖ Teachers will be engaging in classroom instruction using Heggerty to teach daily whole class phonemic awareness skills, as well as, incorporating lots of songs, chants and poems to increase word play for students.



Hoover Elementary School School Improvement Plan 2019-20

Component 2 Equitable Systems

Our Commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Issues Regarding Equitable Systems:

Our journey towards greater inclusion for students continues but can only be successful if our staff feel more confident in their inclusive practices.

Our staff has more learning to do with regard to issues of race as well as Culturally Responsive Teaching.

Key Actions:

- ❖ Our SST team will change times and revamp the agenda in order to have teachers present at the meetings. This will allow them to share data first hand and be part of the plan of action that is developed in order to support students in the classroom.
- ❖ Our RTI coach and Sped Case Manager will be available to teachers who want to consult regarding how to modify a lesson or project in order to include students in special education or struggling academically in the classroom lesson.
- ❖ Our Pathway teams will continue their focus on Culturally Responsive Teaching through the use of modeling and developing GLAD strategies each month.
- ❖ Our PLC's will move conversations to thinking about students in and outside the sphere of success and what they can learn or do to change that outcome. This is based off our district work with the National Equity Project.



Hoover Elementary School School Improvement Plan 2019-20

Component 3 School Environment & Culture

Our Commitment:

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Issues Regarding School Environment & Culture:

Many of our students come to school feeling disconnected from their classmates and in need of positive relationships with adults and their peers. Our focus this year will be to implement our new CCC curriculum for social and emotional learning to build a caring school community..

Key Actions:

- ❖ Implement Caring School Community Curriculum
- ❖ Adjust our master schedule to prioritize an uninterrupted block of time in the morning for all classes to participate in daily community circles.
- ❖ Create time in our calendar for planning time for buddy teachers and specific buddy classroom get-together times each month
- ❖ As a school we will continue our work on developing a caring community for adults through professional development and activities. (This models techniques for teachers and gives them a supportive environment to learn and grow personally)



Hoover Elementary School School Improvement Plan 2019-20

Component 4 Real-World Learning

Our Commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

Issues Regarding Real World Learning:

The goal is to create relevant learning that includes collaboration and showcases student voice and creativity.

Key Actions:

- ❖ Emphasis this year will be on how to integrate Real World opportunities in small ways throughout the school year through science and social studies topics. Grade level teams are working together to provide opportunities for experts in our community to participate in the classroom and for students to do work out in the field as part of instruction.
- ❖ Teachers will provide more opportunities for exhibition of student work. One platform for this will be the use of SeeSaw where students can share projects, videos, blogs and pictures of work with their family members on a daily and weekly basis.
- ❖ Students will integrate what they are learning about being a caring school community with service learning projects that impact the community with which they live. These projects are inspired by students who see a need and then work together to transform their community. Students create advertisements in print/announcement form and work with adults in the community as part of these projects. Some activities planned include Socktober, singing at care facilities, and a canned food drive.



Hoover Elementary School School Improvement Plan 2019-20

Component 5 Health & Wellness

Our Commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Issues Regarding Health & Wellness:

Student behavior continues to be a challenge for teachers as well as unmet mental health needs of students. Unstructured areas in the school like the cafeteria and recess prove to be tricky areas for students to regulate and feel successful.

Key Actions:

- ❖ We will continue to support all our staff in receiving Collaborative Problem Solving (CPS) training and will integrate Social Emotional Learning (SEL) in to professional development on a monthly basis. Our school counselor/behavior coaches will act as a CPS coaches for our staff..
- ❖ Our SST team in collaboration with our new mental health team will create systems for referral, service delivery, and partnerships with outside therapists to begin to meet the mental health needs of our students.
- ❖ Our new ELA literacy program, Collaborative Classroom, integrates Social Emotional Learning into all of the units within the curriculum.
- ❖ We are shifting our specialists to support students during lunch recess through offering art club, movement club, choir, rhythm ruckus, and maker space/mindfulness in the media center. The goal is to provide alternate settings and activities for students to spark passions, provide quieter spaces with adult interaction, and spots for kids to collaborate around areas of interest.
- ❖ Use our Behavior Support staff to provide coaching and structured skill building during recess time, as well as, supporting student regulation and social emotional learning through our new Husky Den Space..



Corvallis

SCHOOL DISTRICT

II.D. Jefferson Elementary School



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Our Vision	Our Mission	Our Beliefs
Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.	Jefferson is a community where all children feel safe, valued and included. We honor the unique abilities of every student by creating challenging and realistic learning opportunities for all.	In partnership with our families and community, we believe in: <ul style="list-style-type: none"> ● Inclusion ● Equity ● Kindness ● Perseverance ● Integrity ● Creativity ● High Expectations

School Demographics

Total Enrollment 343					
K	47	2 classrooms (23/24)	3rd	61	2 classrooms (30/31)
1st	56	3 classrooms (17/20/19)	4th	71	3 classrooms (24/24/23)
2nd	54	3 classrooms (18/18/18)	5th	54	2 classrooms (27/27)

Emerging Bilingual	Special Education	Talented and Gifted	Students Navigating Poverty	Race
5%	22%	3%	23%	.8% American Indian or Alaskan Native 4% Asian 1.2% Black/African American 8% Hispanic/Latino 9% Multiracial 77% White



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Staff Information	
Certified Staff	Classified Staff
<ul style="list-style-type: none"> <input type="checkbox"/> 15 Classroom Teachers <input type="checkbox"/> 3 Special Education Teachers <ul style="list-style-type: none"> <input type="checkbox"/> 2 of whom are teachers in the Life Skills Program <input type="checkbox"/> 2 Speech Language Pathologists <ul style="list-style-type: none"> <input type="checkbox"/> Both part time and 1 serves solely students in the Life Skills Program <input type="checkbox"/> 1 P.E. Teacher (.80 FTE / .20 FTE Adaptive P.E.) <input type="checkbox"/> 1 Music Teacher (.70 FTE) <input type="checkbox"/> 1 Art Teacher (.40 FTE) <input type="checkbox"/> 1 RTI Specialist (.50 FTE) <input type="checkbox"/> 1 Counselor (.50 FTE) <input type="checkbox"/> 1 Mental Health Therapist (.20 FTE) <input type="checkbox"/> 1 Skills Trainer (.20 FTE) 	<ul style="list-style-type: none"> <input type="checkbox"/> 4 Educational Assistants for intervention and supervision <ul style="list-style-type: none"> <input type="checkbox"/> 3 EAs at 6 hours, 1 EA at 7 hours <input type="checkbox"/> 13 Educational Assistants for the 2 Life Skills classrooms <input type="checkbox"/> 5 Educational Assistants for the Student Support Center <input type="checkbox"/> 2 Behavior Support staff <input type="checkbox"/> 1 Brailist to support a student with vision impairment <input type="checkbox"/> 1 American Sign Language Assistant to support a student who is deaf/hard of hearing <input type="checkbox"/> 1 Library Assistant, Assessment Tech, and Tech Support 1

Opening Narrative

Corvallis Elementary Schools’ commitments are predicated on our foundational belief that student achievement belongs to everyone. We are dedicated to upholding intentional systems devised to ensure every student’s achievement will not be predicted by race, ethnicity, economic status, mobility, gender, orientation, ability, health, or initial proficiency.

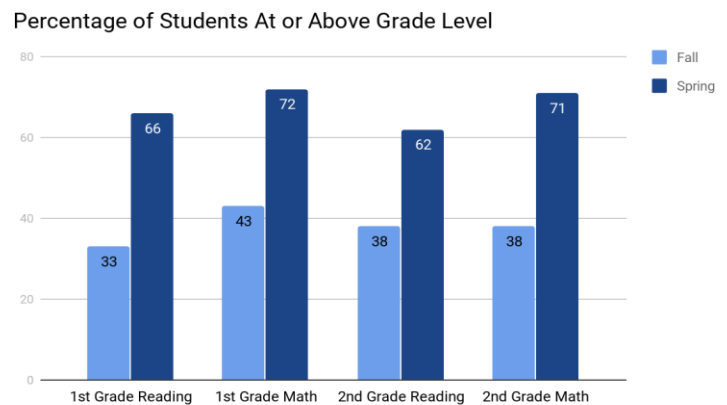


Jefferson Elementary School School Improvement Plan 2019 - 2020

Results from 2017-18 School Action Plan

Component 1: Academic Achievement

The academic focus for the 2018-2019 school year was on reading and math achievement of our first and second grade students. At the start of the school year, 33% of first grade students and 38% of second grade students were at or above grade level in reading. In math, 43% of first grade students and 38% of second grade students started the year at or above grade level. Students who were below grade level were identified for literacy and math intervention. At the end of the year, 66% of first grade students and 71% of second grade students were at or above grade level in reading. In math, 72% of first grade students and 71% of second grade students were at or above grade level.



Component 2: Equity

We are making progress toward our goal of greater inclusion for students in special education. Staff are gaining confidence in their inclusive practices. Productive scheduling, professional development on inclusive practices for whole group instruction, and modifications of lessons and projects have created more opportunities for our students in special education to have greater access to their educational needs in general education classrooms. Additionally, our Equity Team has taken the lead in

providing staff with professional development on race and Culturally Responsive Teaching, including integrating our district work with the National Equity Project.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Component 3: School Environment and Culture

Parent/Guardian requests for more detailed information regarding what their student is doing daily in class and the desire for regular updates on school and classroom events was met with more intentional and frequent communication. An increase in the use of classroom technology, such as Seesaw, has enabled parents to be better informed of their student's progress and receive notice of events or activities happening at school. Our PBIS program has implemented a more consistent consequence system and includes an increase in communicating instances of behavior with parents/guardians. Students who feel disconnected from their classmates and are in need of positive relationships with adults and peers have been supported by additional behavior support staff and benefitted from participating in Social Emotional Learning groups as a Tier II intervention.

Component 4: Parents and Community

We continue to build relationships with parents/guardians and the community through an increase in communication and opportunities for involvement. We value parent/guardian and community voice in our planning and decision making processes. In April 2019, our Jaguars Prowl the World Event brought many families, representing multiple cultures, who shared parts of their culture and history. Our Wellness Committee contributed information on wellness to our monthly newsletter and supported staff with implementing district guidelines on nutrition.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Component 1 Student Achievement

Our Commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Academic Issue(s):

Reading Benchmark

Second Grade - 36% (19 students) are starting the year below grade level and are identified for literacy intervention.

Third Grade - 44% (27 students) are starting the year below grade level and are identified for literacy intervention.

Math Benchmark

Second Grade - 52% (28 students) are starting the year below grade level and are identified for math intervention.

Third Grade - 37% (24 students) are starting the year below grade level and are identified for math intervention.

Key Actions:

- Educational Assistants will be assigned to second and third grade classrooms for extended time and during core instruction blocks to create opportunities for academic interventions and supports.
- Grade level teams will use our MTSS Intervention process and matrix to plan interventions in reading, math and behavior. Teacher teams will utilize the matrix at PLC meetings as a tool to analyze progress and inform instruction.
- Classroom teachers will use our literacy curriculum, Collaborative Classroom, and implement various methods of assessment and intervention processes.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Component 2 Equitable Systems

Our Commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Academic Issue(s):

A continued focus on greater inclusion for students in special education and expanding on previous conversations and professional development on race, biases, white privilege and Culturally Responsive Teaching.

Key Actions:

- Additional educational assistant staffing to support students in special education in their general education classrooms.
- Productive collaboration between special education and general education teachers in order to expand inclusive practices and align on whole group instruction and interventions.
- An increase in our Equity Team membership to provide additional perspectives.
- Our Culturally Responsive Teaching teacher-leader from the Systems and Strategies Leadership team will provide professional development on race, white privilege and unexamined biases.
- Our Equity Team will review our school events, such as Read Across America, to ensure we are using an equity lens to provide culturally relevant experiences.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

Component 3

School Environment & Culture

Our Commitment:

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Academic Issue(s):

Results of the family survey key ratings from the Youth Truth data indicated a need for improvement in the areas of communication and feedback and resources. These findings show a strong desire for more information on what activities and events are occurring school-wide, what their student is doing daily at the classroom level, and what resources are available to better support their student's experience at school.

Key Actions:

- Create more intentional and detailed communication in varying formats with regards to school events and parent/guardian invitations for attendance and participation.
- Conduct parent/guardian survey to inquire what format of communication they primarily access and what information they find most valuable in order to inform our methods and practices.
- Improvements in quality and purpose of communication platforms for school to home communication, including an updated website and email distribution program.
- Communicate through classroom based technology, such as Seesaw, to give parents/guardians greater access to their student's progress and classroom community.
- Adhere to our PBIS program's consistent consequence system that requires swift communication with parents/guardians about their student's behavior at school and ensure we conduct personal phone calls to parents/guardians if their student has been impacted by another student's behavior while at school.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

- Provide more information on school, district and community based resources available to support students and families.
- Continue to encourage parents/guardians to attend school events and volunteer in their student's classroom or our school library.
- Provide childcare to support parent/guardian ability to attend school wide events.

Component 4 Real-World Learning

Our Commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

Academic Issue(s):

Real-World learning is just beyond its inception. Teachers are excited and motivated to create Real-World Experiential Learning opportunities for students, but may be hesitant to move forward with a large project without a proven template or additional support.

Key Actions:

- Our Real-World Learning teacher-leader from the Systems and Strategies Leadership team will lead professional development focused on creating Real-World Learning opportunities that are attainable, embedded cross-curriculum and can be carried out on a smaller scale.
- Our ELA and Health curriculums integrate real-world experiences into the content.
- Through field trips and assemblies, teachers will provide Real-World Learning opportunities and invite student curiosity.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

- Teachers will provide platforms for the exhibition of student work.
- We will support Real-World Learning by continued community partnerships, parent/guardian volunteerism and student participation in our composting program and school garden.

Component 5 Health & Wellness

Our Commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Academic Issue(s):

Classroom behavior, unaddressed mental health needs and irregular attendance are among our health and wellness issues.

Key Actions:

- Our Collaborative Problem Solving and Social Emotional Learning teacher-leaders from the Systems and Strategies Leadership team will lead professional development to ensure our approach to behavior is trauma informed.
- Our ELA literacy program, Collaborative Classroom, integrates Social Emotional Learning into all of the units within the curriculum.
- Our health program, The Great Body Shop, integrates Social Emotional Learning and contains specific units dedicated to emotional and mental health.



Jefferson Elementary School

School Improvement Plan

2019 - 2020

- Our new Mental Health Therapist and Skills Trainer will lend us the ability to offer and streamline mental health support services for students at school.
- Our School Counselor and additional Behavior Staff will run Social Emotional groups as a Tier II intervention.
- We will utilize a consistent system to identify irregular attendance, communicate with parents/guardians the impact on student health and wellness if left unaddressed, and in partnership, build a plan of support.
- We will grow our Wellness Team to include additional parents and staff and expand our goals.




Corvallis

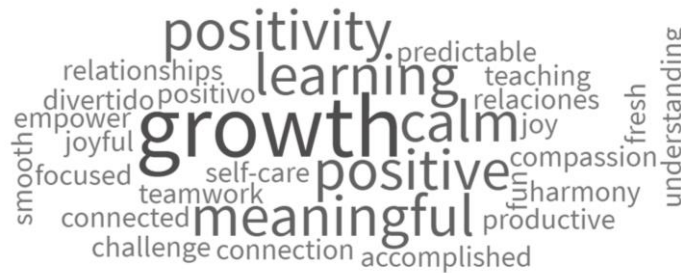
SCHOOL DISTRICT

II.E. Lincoln Elementary School



Lincoln Elementary: SCHOOL IMPROVEMENT PLAN 2019-2020

Our Vision	Our Mission	Our Beliefs
<p>Mission Statement: <i>At Lincoln School, we prepare for our future by:</i></p> <ul style="list-style-type: none"> • <i>Maximizing our potential</i> • <i>Growing in knowledge and responsibility</i> • <i>Caring for the world and the people in it</i> 	<p>Dual Language Immersion Program Goals</p> <ul style="list-style-type: none"> • <i>Be at or above grade level academically</i> • <i>Develop high levels of proficiency in their first language</i> • <i>Develop high levels of proficiency in a second language</i> • <i>Demonstrate positive cross-cultural attitudes and behaviors</i> 	<p>Together Matters <i>Community Connections Support Learning</i></p> <p>Identity Matters <i>Inclusive Learning Environments Are Culturally Relevant</i></p> <p>Feedback Matters <i>Relationships Build a Community of Trust & Respect</i></p> <p>Depth Matters <i>Adaptability Is Critical to Our Success</i></p> <p>Empowerment Matters <i>Real-World, Experiential Learning Is Meaningful and Applied</i></p> <p>Lincoln Beliefs are bolded <i>with Corresponding <u>Core Values for Educational Design, CSD</u> in italics</i></p> 



Word Art Reflecting Lincoln Staff Responses to the Prompt: "In one word, what is a hope you have for the coming school year."
 Poll Everywhere, August 2019

Student Enrollment by Grade		Demographic Information	
K-81 1-62 2-73 3-63 4-50 5-55 Total Enrollment: 378		Ever ELL-18% Special Education--8% Talented and Gifted--3.5% Students Navigating Poverty- -46%	
Demographic Information--Race			
Students		Staff	
1%	American Indian/Alaska Native	5%	
<1%	Asian	0%	
1%	Black/African American	0%	
30%	Hispanic/Latino	41%	
7%	Mutliracial	0%	
<1%	Native Hawaiian/Pacific Islander	0%	
61%	White	55%	
6 languages spoken			

Staff Information	
<p><u>Instructional Staff</u></p> <ul style="list-style-type: none"> ● Classroom teachers: 17: 4 kinder, 3 each at 1st-3rd, 2 each at 4th -5th grade ● Specialists: 1.5 instructional coaches, .5 Rtl, 1 SPED staff, 1.75 language coaches (CIELD-Content Integrated English/Español Language Development), 1.0 Counselor, .5 mental health therapist, .5 skills trainer, .8 Music, .4 Art/.1 real world learning coordinator, .8 PE/.2 Enrichment Coordinator ● Assistants: 10 EA, for ELL, SPED, General; plus SPOC (tech support), Behavior, Assessment, Library/Media 	<p><u>Auxiliary staff and programs include</u></p> <ul style="list-style-type: none"> ● Benton County Health Navigator ● School Based Health Center ● Healthy Youth Program —SNAPEd ● KidCo Headstart (now full day with 20 students) ● Lion's Club (serves average of 100) director overlaps with school day to bridge with after school program

Opening Narrative

For the past five school years Lincoln has developed a theme to guide school improvement efforts. These themes align with the District's Core Values: **Together Matters**-*Community Connections Support Learning*; **Identity Matters**-*Inclusive Learning Environments Are Culturally Relevant*; **Feedback Matters**-*Relationships Build a Community of Trust & Respect*; **Depth Matters**-*Adaptability Is Critical to Our Success*; **Empowerment Matters**-*Real-World, Experiential Learning Is Meaningful and Applied*

Zaretta Hammond's work on culturally responsive teaching has helped to define these annual themes as well as lead to this year's focus of our work at Lincoln. The "Ready for Rigor" framework detailed in Hammond's influences our theme for the year of **Rigor Matters**. This is reflected in our instructional program with the implementation of three curricula new to our building: Caring School Community, Adelante/Benchmark, and the Great Body Shop. The ability to keep pace with the delivery of these required an adjustment to the master schedule to maximize instructional time, including shifting away from Breakfast in the Classroom.

The Lincoln SIP details several key actions that will be monitored by a weekly leadership team consisting of instructional coaches, specialists, admin, afterschool program director, admin assistant, and language coach. This team will review school systems throughout the year to analyze data, to identify areas of concern, set goals and monitor/adjust school improvement efforts to reach goals. These efforts will coincide with districtwide efforts that draw upon the collective efficacy of educators at each of our elementary schools. This includes grade level district PLC work as well as close collaboration with Garfield and the DLI staff at LPMS and CHS. These partnerships will be critical in implementing 70/30 model, where K-2 students spend 70% of their day learning in Spanish and 30% in English with 3rd-5th grade experiencing 50/50.

While focusing on rigor, we will foster the foundational aspects of creating learning partnerships with students. The social emotional well being of each student is critical in order to be ready for academic growth. We acknowledge and embrace the close ties between instruction and behavior with an intentional move this year to locate our core support services at the center of our building. Previously these services had been separated by distance. The intentionality of relocating these services is to promote collaboration, communication, inclusivity, and awareness. This will also develop leadership capacity to support students academically, socially, and emotionally.

We look forward to the implementation of new instructional materials and systems that will yield tangible results including substantial academic progress in both Spanish and English in the 2019-20 school year.

Component 1 Student Achievement

Our commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Academic Issues:

ELA results on Smarter Balanced show an increase of 5% from the previous year with a 2% decline on Math despite successful implementation of several key actions. On the State Report Card Lincoln rated in level 1 and 2 in a number of areas, including Students Navigating Poverty, Ever English Learners and Students with Disabilities.

2019-20 Key Actions

- **Literacy Adoption:** Adelante/Benchmark K-5 comprehensive Reading AND Writing curriculum in English and Spanish; implementation include full day training in August, 6 half days of guided planning time for PLCs, visits and collaborative time with Garfield teachers, instructional coaching, monthly committee meeting monitoring the implementation, 4 early release days with EAs and December PD day.
- **Instructional Coaching Cycles:** The professional learning will include a focus on the Impact Cycle (*Identify, Learn, Improve*) and the role of instructional coaches. Throughout the year each instructional staff member will be encouraged to participate in instructional coaching.
- **Instructional Rounds:** Each certified staff member will participate in instructional rounds, with the primary purpose of teachers comparing their own instructional practices with those they observe. 3rd-5th grade teachers will participate in District coordinated instructional rounds in Mathematics. K-2 teachers' observations will focus on academic language in the dual language setting. Specialists will be provided the opportunity to visit other buildings in the District.
- **Rtl adjustments:** Vast expansion of access and evidence based interventions. Schedules with Rtl opportunities are being reset to allow flexibility for staffing support during core instruction time.
- **Real World/Experiential Learning Opportunities:** Performance tasks in Spanish and English at the end of each unit will prioritize student exhibition focusing on Writing and Speaking.
- **Continued coordination with support programs, including Lions Club (21st CCLC), STEM, Casa Latinos Unidos and SMART:** Monthly PD for Lions' Club staff led by school to improve instructional strategies and align core pacing guides. Curriculum maps will also be communicated with the OSU STEM program that visits the program twice each week. School day EAs will provide Spanish support for identified students after school.
- Clear, rigorous learning targets and defined success criteria for all lessons. Professional development, feedbacks from walkthroughs, and work within the PLCs K-5 will support progress towards this expectation.

**Component 2
Equitable Systems**

Our commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Academic Issues:

Lincoln’s student demographics represent large percentages of students who have historically been underserved, including those facing homelessness, navigating poverty, and experiencing trauma. A longitudinal success of the DLI program in the District has been the stark increase of graduation rates of hispanic students, growing over the past five years from about 50% to 87% in 2016. The student body is racially diverse, with 82 students who qualify or have at one time qualified for English Language Learner services. All students and staff are language learners at Lincoln where multilingualism and multiculturalism are highly valued.

2018-19 Key Actions Implemented	2019-20 Key Actions
<ul style="list-style-type: none"> ● E-team will continue to meet monthly with a focus on Identity matters facilitating work to complete the racial autobiographies project ● Bilingual PTA moving beyond only simultaneous interpretation but presenters communicating in Spanish ● Elevating Spanish through enrichment opportunities, including <u>bilingual family nights</u>, bilingual field trips, <i>Lincoln’s Got Talent</i> show all in Spanish, Spanish spelling bee, <i>Andres123</i>, weekly assemblies, and Spanish OBOB ● Inquiry team attending training by National Equity Project ● Bilingual family nights talent show all Spanish ● Lions club ● Ensuring representation of all voices in student leadership and parent involvement, eg Design Advisory Committee representing demographic of student population focus group 	<ul style="list-style-type: none"> ● Leadership team will serve as the building equity team, meeting weekly to review, monitor and implement schoolwide systems ● Lincoln parent group monthly meetings held in Spanish (PTA sub committee) ● Elevating Spanish through enrichment opportunities, including bilingual family nights, bilingual field trips, <i>Lincoln’s Got Talent</i> show all in Spanish, Spanish spelling bee, <i>Andres123</i>, weekly assemblies, and Spanish OBOB ● Inquiry team attending training by National Equity Project ● Providing opportunities and access to ongoing training to Beyond Diversity ● Wrap around services are offered, including beyond school hours ● Ensuring representation of all voices in student leadership and parent involvement, eg Design Advisory Committee representing demographic of student population ● Ensuring Spanish materials for new curriculums (caring communities, the great body shop, Adelante/Literacy),

Component 3
School Environment & Culture

<p>Our commitment: Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.</p>	
<p>Academic Issues: In the 2018-19 school year K-5 parents and 3rd-5th grade students participated in the Youth Truth Survey, which included questions to learn perceptions about school culture. According to survey results between 16% of students felt that peers “behaved well in class” and 22% felt that students in their classes treated the teacher with respect, which are part of a safe and orderly school environment. Respectful and safe behaviors create conditions where students are more regulated and ready to learn.</p>	
18-19 Implementation of Key Actions	19-20 Key Actions
<ul style="list-style-type: none"> ● See Saw-K-5 to enhance school to home communication ● Look for the Good project ● Inquiry team will be formed and receive training through NEP focusing on shifting from <i>Discourse 1</i> to <i>Discourse 2</i> ● Weekly Leadership Action Team meetings to create and monitor behavior support plans and refine ● PD—CHAMPS, PBIS, Collaborative Problem Solving & <i>Culturally Responsive Teaching</i> ● Focal student for each staff member ● Team will attend State PBIS Conference ● Student leadership service learning projects and spirit days ● Instructional coaching on classroom management (Sprick) 	<ul style="list-style-type: none"> ● Continue See Saw-K-5 to enhance school to home communication ● Friday mentorship/genius hour ● Partnership with high school for student teaching ● School wide bullying prevention ● Lion Pride cart weekly ● Anti-bullying curriculum ● Look for the Good project ● “I notice” wall ● Caring School Community implementation--each grade level has a behavior, mental health or counseling staff member to visit weekly to assist with implementation; additionally, monthly PBIS (Positive Behavior Interventions and Supports) will focus on monitoring the implementation and gauging the effectiveness of the program ● Daily announcements in the cafeteria, “Shout outs” to elevate student recognition and student voice ● Kelso’s Choice Conflict Management K-2 taught in PE classes ● Peer mediator training ● Monthly spirit days to promote safe, positive school culture ● Inquiry team will continue to training through NEP focusing on shifting from <i>Discourse 1</i> to <i>Discourse 2</i>

	<ul style="list-style-type: none">● SST (Student Support Team): all classroom teachers participate in these on a rotating basis once a month with mental health, counseling, behavior staff, language specialists, instructional coaches, special education staff, and admin attending. Meetings will follow the TIPS (Team Initiated Problem Solving) format● PD—CHAMPS, PBIS, CPI, Collaborative Problem Solving & <i>Culturally Responsive Teaching</i>● Focal student for each staff member● Team will attend State PBIS Conference● Student leadership service learning projects and monthly spirit days● Instructional coaching on classroom management (Sprick)
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Component 4 Real-World Learning

Our commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

Academic Issues:

Real World Learning demands higher levels of thinking as these learning tasks are grounded in application and lend to cultural relevance. PBL Helps Students Develop Skills for Living in a Knowledge-Based, Highly Technological Society. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world.

2019-20 Key Actions

- Lincoln log-5th grade students--monthly school communication led by real-world learning coordinator
- Green Team
- Empowerment Matters—piloting project based learning across the building, ie 5th grade World Peace Games, migratory birds with sister school in Laja, Mexico; Salmon Watch
- Student performance task, project and/or exhibition involved with each literacy unit k-5
- Bolstering real world learning opportunities in the afterschool setting: STEM in Lions' Club, Project WILD, Partnership with OSU Vet Clinic
- Salsa con Salsa summer programming
- Author illustrator visits
- Professional Development--applied math versus pure math, math instructional rounds
- Field trips--intentionally linked to applied literacy and math, outdoor school 5th grade
- New building-real world opportunities, including playground design, landscape, photography of progression, mapping
- Family nights incorporate student exhibition and experiential learning including STEM night and Dance festival
- Expanded library purpose: makers' kit center-mentoring program--once a week--Lincoln leaders; lunch time, library, Centers for level II behavior support
- Genius hour--Fridays afford students opportunities to explore interests

Component 5 Health & Wellness

Our commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Academic Issues:

86% of Lincoln students are regular attendees, ie attending 90% or more of their school days. Although this is 6% higher than the State average, we hope to see that number increase. When students are absent, compensating or catching them up is challenging since much of the work in a dual language setting hinges upon students presence during interactive lessons.

2019-20 Key Actions

- Mental health and skills trainer on site working collaboratively to provide timely and coordinated services
- Weekly assembly incorporating and celebrating physical and mental health
- Healthy snack implementation
- QPR training-suicide prevention for all staff
- Routine counselor-to-class connection, social skills groups
- Counselor/social worker will expand reach through hosting counseling interns
- Implement the Great Body Shop Health Curriculum K-5th--This is the focus of the monthly Wellness Committee
- Bicycle safety 5th grade
- Partnership with OSU for Family Wellness Night
- Continued partnership with SNAP Education and Benton County for School Navigator
- Reinstigate monthly Walk & Bike to School days
- Yoga in physical education and classroom spaces
- Reinstigate the Lincoln 100 Mile Club
- Brain breaks and movement incorporated through the day, BEPAT kits.
- Staff Lounge conversational space
- Mother friendly/staff mental health respite space
- Student Homecourt (reset/ sensory space)
- School Based Health Center relocating service back into the building





Corvallis

SCHOOL DISTRICT

II.F. Mt. View Elementary School

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Our Vision	Our Mission	Our Beliefs
<p>Mountain View is the place to be! We want everyone in the Mountain View community to know that our school is a place where they:</p> <ul style="list-style-type: none"> • belong • are safe • are valued • contribute 	<p>Mountain View is a safe and caring community where students are important, accepted, and successful while developing academic and social-emotional skills.</p>	<p><u>We believe:</u></p> <ul style="list-style-type: none"> • All children can learn. • Children learn in safe, supportive and challenging environments. • In instruction that engages students to develop skills, apply knowledge, and solve problems. • In respecting the uniqueness of all individuals.
Student Enrollment		Demographic Information
<p><i>Kindergarten:</i> 34 students <i>1st grade:</i> 42 students <i>2nd grade:</i> 53 students <i>3rd grade:</i> 64 students <i>4th grade:</i> 41 students <i>5th grade:</i> 60 students</p> <p>Total Enrollment: 294 students</p>	<p><i>Number of Classrooms:</i> 13</p> <p><u><i>Class Sizes:</i></u> <i>16-24 students:</i> 8 classrooms <i>25-29 students:</i> 5 classrooms</p>	<p>1% - Emerging Bilingual 12% - Students with Disabilities 1% - Talented and Gifted 39.1% - Students Navigating Poverty</p> <hr/> <p><i>American Indian:</i> - 0% <i>Pacific Islander:</i> - 2% <i>Black:</i> - 1% <i>Multi-racial:</i> - 8% <i>Asian:</i> - 1% <i>White:</i> - 88%</p> <hr/> <p><i>Hispanic:</i> - 6% <i>Non-Hispanic:</i> - 94%</p>
Staff Information		
<p><i>Number of Staff Members:</i> 53 <i>Number of Certified Classroom Teachers:</i> 13 <i>Number of Certified Specialists:</i> 13 <i>Average Years of Teacher Experience:</i> 12.45 years <i>Number of Classified Staff Members:</i> 25 <i>Average Student–Teacher Ratio:</i> 22.62</p>		
2018-2019 School Year Accomplishments	Our Commitment	
<ul style="list-style-type: none"> - Created a new school vision and mission - Implemented new literacy curriculum - Established school-wide PBIS systems - Hosted an academic excellence showcase - Developed a school leadership team 	<p>Corvallis Elementary Schools’ commitments are predicated on our foundational belief that student achievement belongs to everyone. We are dedicated to upholding intentional systems devised to ensure every student’s achievement will not be predicted by race, ethnicity, economic status, mobility, gender, orientation, disability, health, or initial proficiency.</p>	

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Component 1 Academics

Our Commitment:

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Academic Issue(s):

Reviewing 2018-2019 school year data, we analyzed STAR data and classroom data. School-wide, 58 percent of students are reading on grade level according to the STAR reading assessment. This might indicate that there are gaps in student skills as well as the core curriculum.

Key Actions:

- **Implement AVID**
 - *Focus:* Create AVID Site Plan and Professional Development Plan
 - *Focus:* Establish site team
 - *Focus:* Create Professional Development on this years foci strategies for AVID (organization, note taking, writing, WICOR)
 - *Focus:* Vertical Alignment of Curriculum: skills, language, strategies taught

- **RTI 100% Meetings**
 - *Focus:* Establishing the purpose of the meeting with all staff
 - *Focus:* Develop student information binder system
 - *Focus:* Administer assessments to all students in each area of the big five in reading
 - *Focus:* Agenda and structure of the meeting (cycle of inquiry)
 - Define the roles of participants
 - Create cycle of inquiry format
 - Determine how plans will be supported
 - Determine how and when progress will be monitored
 - *Focus:* Communication of grade level plans with whole school

- **Sharing of Student Learning and Youth Truth Data**
 - *Focus:* Celebrating success and the story behind it- What actions lead to successes?
 - *Focus:* Sharing with our community (students, staff, parents)

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Component 2 Equitable Systems

Our Commitment:

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Academic Issue(s):

Many of our children who are navigating poverty, children who have experienced trauma and students who are learning English are not achieving at the same rate of their classmates.

Key Actions:

- **PLC Professional Development on Culturally Responsive Teaching**
 - *Focus:* Third and Fourth grade PLCs will participate in National Equity Project trainings
- **Development of Student Support Team**
 - *Focus:* Establish weekly SST team process to build student support plans
- **Grade Level RTI Meetings and Process**
 - *Focus:* Agenda and structure of the meeting (cycle of inquiry)
 - Define the roles of participants
 - Create cycle of inquiry format
 - Determine how plans will be supported
 - Determine how and when progress will be monitored
 - Structure of Rotations and Group discussion
 - Create a reference list of available interventions and strategies
 - Create Intervention/Support plans
 - Determine foundational or lagging skill
 - Determine curriculum/strategy to support learning
 - Determine group size, frequency, and duration of support
 - Determine when plan will start
 - Determine who will provide support
 - Determine how and who will monitor student progress

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Component 3 School Environment & Culture

Our Commitment:

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Academic Issue(s):

Improving school-wide systems to support positive student behavior is a main focus area for the 2019-2020 school year.

Key Actions:

- **Implement Caring School Community Curriculum**
- **Expand student leadership opportunities**
 - o *Focus:* Create an assembly team, school beautification team, mentor team, green team
- **Expand Lunch Buddy program**
 - o *Focus:* Coordinate High School and community partner volunteers
- **All students in the building are known and connected**
 - o *Focus:* Conduct the “Invisible Child” activity as a staff
 - o *Focus:* Implement Eagle Egg and Golden Award system
- **Positive Behavior Interventions and Supports (PBIS)**
 - o *Focus:* Weekly Eagle Egg drawings, display pictures of drawing winners, create hall of fame
 - o *Focus:* Refine school-wide break system and sensory room (The Nest)
 - o *Focus:* Monthly school-wide assemblies and character trait focus
- **School Counseling Program**
 - o *Focus:* Regular classroom counseling lessons (Bully Prevention and Child Protection Unit)
 - o *Focus:* Weekly prevention groups
- **School to home communication**
 - o *Focus:* Weekly school communication of nuts and bolts (The Eagle’s View)
 - o *Focus:* Weekly activities featured on Facebook and Instagram
 - o *Focus:* Monthly school safety messages for families
 - o *Focus:* Regularly communicate behavior expectations and PBIS system to parents

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Component 4 Real-World Learning

Our Commitment:

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

Academic Issue(s):

Many real-world learning activities have been established in classrooms and grade-levels. We will work collaboratively to scale-up real-world learning experiences school-wide.

Key Actions:

- All students will participate in sessions with the Naturalist in Residence
- All students will participate in classroom Food Adventure Lessons
- Mt. View will create a maker-space for STEM and hands-on learning (The Studio)
- Mt. View will continue to build the chicken coop program
- Mt. View will go through the process to become a certified Green School
- Fifth grades will participate in OMSI science camp and Salmon Watch
- Mt. View will host an Academic Excellence Showcase for students to exhibit and display their work
- Grade level field trips: Examples: Oregon Trail, Farmer's Market, Soap Creek School
- Student composting and recycling teams

MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-2020



Component 5 Health and Wellness

Our Commitment:

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Academic Issue(s):

Mt. View does not currently have an established wellness team that works to plan and implement health and wellness activities for the school.

Key Actions:

- **Create the Eagles Mileage Club** (a walking/running program)
- **Convene a health and wellness team comprised of staff and parents**
 - o *Focus:* Review and implement District wellness policy
 - o *Focus:* Create a school-wide birthday treat policy
 - o *Focus:* Plan and implement three school-wide wellness events
- **School Counseling Program**
 - o *Focus:* Regular classroom counseling lessons
 - o *Focus:* Weekly prevention groups
 - o *Focus:* Integrate Mental Health programs
- **Food Adventures in the Classroom**
 - o *Focus:* Monthly healthy cooking lessons in classrooms
 - o *Focus:* Ingredients aligned to monthly tasting tables at lunch



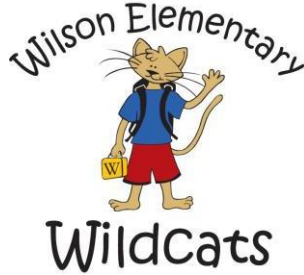
Corvallis

SCHOOL DISTRICT

II.G. Wilson Elementary School

Wilson Elementary School School Improvement Plan

2019-2020



Our Vision	Our Mission	Our Beliefs
Together, W.E. Celebrate Abilities Believe in Possibilities	All students and staff can show high levels of growth and achievement! We work “together” to celebrate our children and their diverse abilities. We believe in possibilities for each and every learner. Our mission is to see and develop the whole child!	<ul style="list-style-type: none"> • Lens for equity in all we do • All children can learn • Children learn in safe, supportive, and challenging environments • Teaching and learning must prepare students with both foundational and 21st century skills • Learning is a joyful life-long journey

Demographic Information

Total Population: 416

Average Class Size: 24.35

Mobility Rate for 2018/2019 = 25% (approx. 50 in and 59 out)

Free & Reduced Lunch:

- 58% as of October 2018

Number of Special Education (SpEd) Students: 39

SpEd Numbers by Grades:

Kindergarten	11
1st	3
2nd	5
3rd	7
4th	5
5th	8
	39

Supports Provided

Hearing Impairment	1
Visual Impairment	1
Communication Disorder	16
Emotional Disturbance	3
Other Health Impairments	5
Autism Spectrum Disorder	6
Specific Learning Disabilities	7
Developmental Delays	2
Referral for SpEd Services	1
	38

Wilson Elementary School
School Improvement Plan
 2019-2020

Section 504 (Non-SPED Health Needs Requiring Accommodations) Numbers by Grades:

Kindergarten	0
1st	0
2nd	2
3rd	4
4th	2
5th	9
	17

Emerging Bilinguals (ELLs):

Numbers by Grades:

Kindergarten	6
1st	11
2nd	11
3rd	1
4th	2
5th	5
	36

**Number of Languages (other than English): 11
 Different Languages and 47 Speakers of other
 Languages who have been served by ELL**

Arabic	12	Portuguese	1
Hawaiian	1	Spanish	17
Korean	6	Telugu	1
Lakota Sioux	1	Urdu	1
Marshallese	2	Vietnamese	4
Nepali	1		

ELL Monitor Status: 11 Students

Talented and Gifted Students: 13 Students

Receiving Title One Intervention Band Support (non-SPED): 31 Students

Students Navigating Housing Insecurity (McKinney-Vento): 21 Students

Reflection on 2018-19 SIP Plan:

Actions from our 2018-19 SIP plan including professional development with literacy, equity focused work; community activities, community partnership development, and program enhancement have supported our students and families at Wilson. We also see an opportunity to work and improve attendance systems including family support to increase educational access to our learners. We were humbled to be recognized by the State of Oregon as one of two schools to win the Wellness Award. In addition to physical fitness and nutrition, our team worked hard on mental health supports for students at Wilson.



Wilson Elementary School

School Improvement Plan

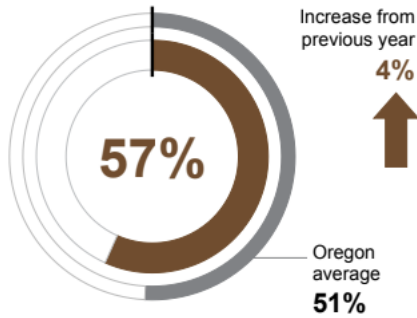
2019-2020

The charts below show that we have seen academic growth in most of our student groups. We have continued to see mobility and challenges facing our children navigating disabilities. We are pleased to see growth in our language learners including our Hispanic/Latinx students. We are working to more rapidly support students coming to us navigating poverty, housing insecurity, mental health challenges, disabilities, and health needs.

Academic Success

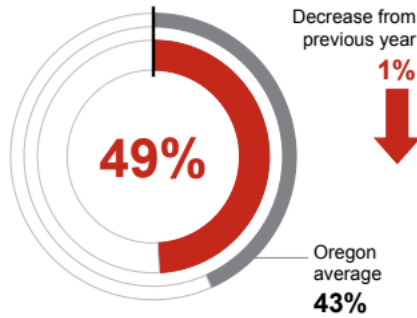
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



MATHEMATICS

Students meeting state grade-level expectations.



Student Group	ESSA Supports	ELA Achievement	ELA Growth	Math Achievement	Math Growth
All Students	Not Identified	Level 3 ↑	Level 3 ↑	Level 3	Level 3
Economically Disadvantaged	Not Identified	Level 2	Level 3 ↑	Level 2	Level 3 ↑
English Learners	Not Identified	Level 2	Level 3 ↓	Level 2	Level 4 ↑
Students with Disabilities	Not Identified	Level 2*	Level 1	Level 2	Level 1
Hispanic/Latino	Not Identified	Level 2	Level 5 ↑	Level 2	Level 5 ↑
Asian	Not Identified	Level 3 ↑	Not Rated	Level 4 ↑	Not Rated
White	Not Identified	Level 3	Level 3 ↑	Level 3	Level 3
Multi-racial	Not Identified	Level 2 ↓	Level 2	Level 3	Level 2 ↓

Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Wilson Elementary School
School Improvement Plan
2019-2020

Component 1: Student Academic Achievement

Our Commitment:

- An academic foundation for all children is critical for our students to be college and career ready. We believe all children can achieve success and show growth. We are focused on building the necessary knowledge and skills needed to achieve the goal of 100% of our students becoming high school graduates.

Academic Issue(s):

- After reviewing school-wide data as part of our RTI process, we are not yet seeing 80% of our students achieving benchmark levels in the area of reading, writing, and math.

Key Actions:

- Utilize early release professional development and PLC time for data driven work including planning instruction aligned to the rigorous Common Core.
- Improve attendance system including “sticking to school” campaign including family and student support with a fun goal to “stick Mr. B to a wall” for being a regular attender (>90% attendance).
- This school year we will continue to focus part of our professional development on Center for the Collaborative Classroom Literacy Adoption with a specific focus on writing.
- Partner with 21st Century Wildcat Club Grant at Wilson to continue our skill focused after school support program for students needing strategic and intensive intervention.
- Deepen our work with 1-1 technology to enhance personalized learning, feedback, critical thinking, and collaboration with students and families. A team will participate in Apple Academy.
- Staff development and support for AVID elementary. Our 5th grade team is leading the way with a focus on notetaking, de-tracking math, and infusing a college and career culture.
- Addition of a part-time instructional coach to support collaborative planning, learning cycles, and the integration of our AVID system. Pictured above is evidence of collaboration between Wilson and Cheldelin team at an AVID conference.



Wilson Elementary School
School Improvement Plan
2019-2020

Component 2: Equitable Systems

Our Commitment:

Wilson School is committed to our district vision of supporting all students focusing strategically on historically underrepresented/underserved groups.

Equity Issue(s):

Our Title 1 school population has seen increases in student mobility, housing insecurity, emerging bilinguals, and half of our student population is navigating situational or generational poverty (over 58%).

Key Actions:

- Work with Wilson leadership team on our tiered systems of support in partnership with our district Teaching and Learning team.
- Our Wilson Equity Team will focus learning on key areas from a staff survey: family connection, restorative justice, and culturally relevant teaching and learning.
- Implement the “school supplies provided” program with on-going analysis of fees and costs with PTA team.
- Continue to utilize the four agreements of stay engaged, experience discomfort, speak your truth, and expect/accept non-closure related to equity in our school.



- Continue to work with community partners to support school and family needs through integration of a family advocate in our enhanced SST (student support team) process.

- Continue to add number of staff attending Beyond Diversity in the fall and spring.

- De-track 5th grade math with access for all students to rigorous 5th grade and 6th grade standards. Utilize instructional coaching to support academically diverse classes.



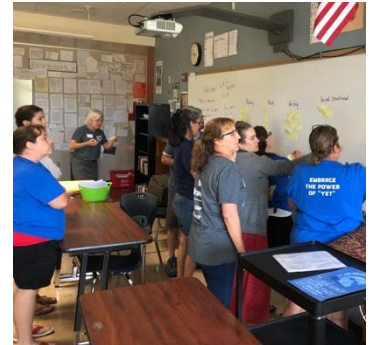
- Revamp Kindergarten start with Wildcat Welcome program with a student and family centered home visits.

Wilson Elementary School School Improvement Plan 2019-2020

Component 3: School Environment & Culture

Our Commitment:

- Wilson school is committed to fostering a positive, child-centered school environment that celebrates our diverse culture. We will unite behind our shared vision statement of *Together W.E. (Wilson Elementary), Celebrate Abilities and Believe in Possibilities*, which speaks to our vision that each of our children regardless of income level, race, language, or other factors, has assets and gifts that are valued at Wilson. The vision will help guide and sustain an environment and culture that prepares our students for college and career success.

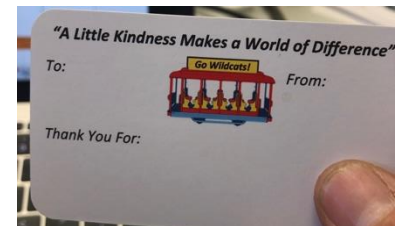


School Environment & Culture Issue:

- With a mobility rate of 25%, over half of our population navigating poverty, diversity in languages, and many other factors outlined in our demographics, both our opportunity and challenge to build relationships is critically important.

Key Actions:

- Continue to integrate Collaborative Problem Solving Model (CPS) and expand staff attending Tier 1 CPS training.
- Implement monthly assemblies that align with positive character traits and follow PBIS best practice including monthly action meetings.
- Implement Caring School Community SEL (social/emotional) program including morning and closing circle and a weekly class meeting.
- Intentionally partner with our PTA to support a community building monthly family night (Craft Fair, World Fair, Game Night, Talent Show, Dance of the Decades, and more) with emphasis to celebrate non-dominate cultures represented at Wilson.
- Grow our partnership with our mental health staff to support our learners with mental health needs including on-site outpatient and preventative services.
- Implement school-wide themes focused on being part of the "Wilson Neighborhood" Mr. Rogers inspired focus with staff and students.



Wilson Elementary School

School Improvement Plan

2019-2020

Component 4: Real-World Learning

Our Commitment:

- Engaging our students in authentic learning experiences is critical to ensure growth for our diverse learners. Especially with young children, experiences that are hands-on, have a relevant real-world connection, and/or feature an opportunity for exhibition are a priority.

Parent and Community Issue(s):

- We believe that in order to engage students in rigor, we must make teaching and learning in our school relevant and multi-modal (visual, auditory, kinesthetic). Student engagement is increased when learning is connected to the real-world.

Key Actions:

- Utilize Back to School BBQ and Curriculum Night to build community and emphasize real-world learning opportunities!
- Annual Knowledge Fair learning exhibition with community members meeting with students to talk about projects.
- Partner with the Corvallis Environmental Center and the Wilson PTA to continue naturalist education (Classroom Food Adventures) and a garden club.
- Utilize innovative tools such as Seesaw with digital learning journals to communicate positive learning experiences of our children.
- Continue to build partnerships with OSU Smile STEAM, SMART reading program, Hour of Code, and Corvallis-Gondar sister school program.
- Host monthly relationship building events including a Family Literacy Night in partnership with our PTA and Corvallis library.
- Continue to nurture powerful experiences for 5th graders for their transition to middle school with Bike Ed, Salmon, and five-day Outdoor School experience.



Wilson Elementary School

School Improvement Plan

2019-2020

Component 5: Health & Wellness

Our Commitment:

- Wilson School will build bridges with our parents and community members to best support Health and Wellness. Wilson staff have chosen Wellness as a school-wide focus as an authentic way to encourage physical fitness, nutrition, and rest in order to improve outcomes such as attendance and learning.



Health & Wellness Issue(s):

- Our school includes many students and families who have opportunity gaps with health and wellness activities.

Key Actions:

- Continue implementation of the Great Body Shop health curriculum.
- Support wellness integration into Wildcat Club including addition of new playground climber equipment and update to PBIS handbook.
- Implement Caring School Community Curriculum with emphasis on core social-emotional skills.
- Implement staff Wellness activities including group exercise on an on-going basis led by our wellness coach Kate Stone (PE teacher).
- Sustain Family Wellness Fair to provide healthy activity choices and ideas from our community partnership collaboration.
- Growth mindset emphasis in classrooms teaching students about their brain (synapses firing, learning through mistakes, GRIT, etc.)
- Supporting expansion of sensory needs with tools for students in limited space at Wilson.
- Integration of a break space in every classroom with PTA funding \$25 per class for sensory items.





Corvallis

SCHOOL DISTRICT

- III. REFLECTION -- BOARD AND PRINCIPALS (6:35 p.m.)*
- IV. SUPERINTENDENT'S UPDATE (7:15 p.m.)*
- V. CONTINUOUS IMPROVEMENT PLAN (7:30 p.m.)*

Oregon District Continuous Improvement Plan Template

School Year	2019 - 2020
District	Corvallis 509J

District Direction Section

Vision	<p>The district is committed to the success of every student in every school. In order to achieve equity, institutional barriers must be recognized and broken down to create access and opportunities that benefit each student so that their identity does not predict or predetermine their success in school. To achieve this goal, the district has maintained a focus on three district priorities:</p> <ul style="list-style-type: none"> ● EVERY Student Graduates ● EVERY Student Shows Growth ● CLOSE the Opportunity Gap
Core Values	<p>Relationships Build a Community of Trust and Respect</p> <p><i>With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.</i></p> <p>Inclusive Learning Environments are Culturally Relevant</p> <p><i>Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student’s needs.</i></p> <p>Real-World, Experiential Learning is Meaningful and Applied</p> <p><i>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.</i></p> <p>Community Connections Support Learning</p> <p><i>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.</i></p> <p>Adaptability is Critical to our Success</p> <p><i>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.</i></p>

Comprehensive Needs Assessment Summary

What data did our team examine?

- Youth Truth
- Staff Professional Learning Survey
- STAR (Benchmark assessment)/SBA/OSAS results
- Attendance data
- Community Engagement Survey and Forum Data

How did the team examine the different needs of all learner groups?

- **Youth Truth** - Disaggregated data by student group including grade level with a focus on the relationship, belonging, and peer collaboration survey response items.
- **Staff Professional Learning Survey** - Used this data to identify implementation difficulties
- **STAR/SBA/OSAS** - Disaggregated data by student group with a focus on academic growth and achievement for historically underserved population in the area of math and language arts
- **Attendance Data** - Disaggregated data by student group
- **Community Engagement Survey and Forum Data** - Used this data to analyze and understand the needs and priorities of our community around student success

How were inequities in student outcomes examined and brought forward in planning?

- Academic achievement, student voice, and attendance for all groups who have been historically marginalized were compared to our middle to high students who income identified as white, non-Hispanic, or Asian.

What needs did our data review elevate?

- **Youth Truth**
 - Students expressed a need for a greater sense of belonging in the classroom
 - Students expressed a need for greater peer collaboration at school
- **Staff Professional Learning Survey**
 - Staff indicated that equitable systems is the most difficult district focus area to implement
- **STAR/SBA/OSAS**
 - Groups of students, particularly students navigating poverty and students with a disability were unsuccessful in our system; these student groups at our four title one schools were exceptionally low for both achievement and growth in math and ELA
- **Attendance**
 - Our students navigating poverty attended at a much lower rate than those students in middle to high-income brackets
 - Attendance is an issue at our schools identified as needed a targeted level of support from ODE
- **Community Engagement Survey and Forum Data**
 - Community, Staff, and School Board agreed on the importance of student wellness as related to academic achievement

How were stakeholders involved in the needs assessment process?

- Student and Parent voice represented through the Youth Truth Survey
 - 4977 students of 5250 students eligible for the survey (3rd - 12th grades)
- Staff voice represented in the Staff Professional Learning Survey
 - 175 of 600 staff in attendance
- Staff and Community voice represented in the Community Engagement Survey and Forum Data -
 - The district hosted an online survey and two community listening and learning sessions to inform stakeholders about the development of the Multi-Year Strategic Financial Plan and. In addition to 435 online survey responses received, the district also engaged 22 community members during the learning and listening sessions.

Which needs will become priority improvement areas?

All students will graduate

Improve the health and wellness of students

Long Term District Goals & Metrics

Goal 1 - STUDENT ACHIEVEMENT	All students will graduate. Progress to graduation measured by 3rd-grade reading achievement, successful completion of Algebra I by the end of 9th grade, and on track with required credits by the end of 9th grade.		
<i>Metrics - Logramos</i> Grade Equivalent Grade 3 Spanish Language Arts	2018-19 Actual	2019-20 Target	2020-21 Target
	3.2	3.5	3.8
<i>Metrics</i> OSAS Grade 3 English Language Arts - Hispanic/Latinx	2018-19 Actual	2019-20 Target	2020-21 Target
	32.9%	40%	45%
<i>Metrics</i> OSAS Grade 3 English Language Arts - Students w/Disabilities	2018-19 Actual	2019-20 Target	2020-21 Target
	27.6%	35%	41%
<i>Metrics</i> OSAS Grade 3 English Language Arts - Students Navigating Poverty	2018-19 Actual	2019-20 Target	2020-21 Target
	31.8%	40%	48%
<i>Metrics</i> Passing Rate Grade 7 Math Courses Hispanic/Latinx	2018-19 Actual	2019-20 Target	2020-21 Target
	70%	75%	80%
<i>Metrics</i> Grade 9 Algebra I Success - Hispanic/Latinx	2018-19 Target	2019-20 Target	2020-21 Target
	43%	46%	50%
<i>Metrics</i> Grade 9 On-Track to Graduate - Hispanic/Latinx	2018-19 Actual	2019-20 Target	2020-21 Target
	87.7%	92%	93%
<i>Metrics</i> Grade 12 on-time graduation - Hispanic/Latino	2017-18 Actual (14/15 cohort)	2018-19 Target	2019-20 Target
	84.1%	88%	92%
<i>Metrics</i> Grade 12 On-Time Graduation (ADI)	2017-18 Actual (14/15 cohort)	2018-19 Target	2019-20 Target
	87%	88%	90%
Goal 2	Improve the health and wellness of students by establishing strong relationships among students and staff.		

HEALTH AND WELLNESS			
<i>Metrics</i> Attendance (ADI)	2018-19 Actual	2019-20 Target	2020-21 Target
	Students Navigating Poverty 69.3% (All) 9th-grade students navigating poverty 60%	Students Navigating Poverty 78% (All) 9th-grade students navigating poverty 68%	Students Navigating Poverty 85% (All) 9th-grade students navigating poverty 75%
<i>Metrics</i> Youth Truth: Elementary - Relationships Summary (Average rating on a 1-3 scale)	2018-19 Actual	2019-20 Target	2020-21 Target
	2.71	2.76	2.81
<i>Metrics</i> Youth Truth: Middle School Belonging & Peer Collaboration Summary (Average rating on a 1-5 scale)	2018-19 Actual	2019-20 Target	2020-21 Target
	3.46	3.51	4.1
<i>Metrics</i> Youth Truth: High School - Belonging & Peer Collaboration Summary (Average rating on a 1-5 scale)	2018-19 Actual	2019-20 Target	2020-21 Target
	3.44	3.49	3.99

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
Dual Language Immersion Programs	Emerging bilingual students whose native language is Spanish are instructed in Spanish and learn to read in their first language then transfer those skills to reading in English. This program is critical to ensure the success of our emerging bilingual student goal of reading at grade level by grade 3.
Recent Adoption of Literacy Curriculum K-5	English Language Literacy Curriculum - Collaborative Classroom Literacy Suite Spanish Language Literacy Curriculum - Benchmark/ Adelante Having a strong core reading program tied to common core standards, will help ensure at least 80% of our students are reading and better allow us to intervene with the 20% who are not at grade level.
MTSS Multi-Tiered Systems of Support RTI Response to Intervention	At elementary schools, RTI specialists bring grade-level teams together to analyze student assessment data every six weeks. These systems are in place to ensure students are receiving the correct interventions and making progress toward meeting grade level standards.
Middle and High School Data Teams	Grade level teams examine attendance, behavior, and course grade data by student group to identify patterns and develop strategies to change student outcomes
EOS Equal Opportunity Schools	Through this partnership with EOS, district and building leaders work with teachers to ensure that students of all backgrounds have equal access to Advanced Placement high school courses—with a focus on students of color and students navigating poverty.
CARE Teams Collaborative Action Research for Equity	Together with the Pacific Education Group, Corvallis School District staff will engage in classroom research to discover, develop, document, deliver, and disseminate culturally relevant learning and teaching practices.
K-12 SEL Curriculum	Caring Schools Community , grades K-5; Character Strong , grades 6-8; Sources of Strength , grades 9-12. All three programs work to ensure our students K-12 receive the instruction and support necessary for their social emotional well being. Teachers have received professional learning to ensure strong fidelity to these programs.
Everyday Matters Attendance Program	Participation in a statewide program to improve attendance. Consistent messaging, policies, and systems K-12 to ensure all students understand the importance of school attendance.
SIOP Training Sheltered Instruction Observation Protocol GLAD Training Guided Language Acquisition Design	Corvallis School District has invested in certifying members of our staff as trainers in both GLAD and SIOP strategies. These staff routinely train teachers K - 12 each summer with an end goal of all secondary teachers being SIOP trained and all elementary teachers being GLAD trained.
SpELL Training Special Education and English Language Learners	SpELL training serves to isolate race to critically unpack the historical, social, and political contexts in which race operates to set a foundation for the current day inequities faced by emerging bilingual students in special education.
AVID Advancement Via Individual Determination	AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.
CEL Center for Educational Leadership	This work for district leaders creates a culture of learning and support for teachers to excel through supportive principal leadership by district administration. CEL work eliminates educational inequities by creating cultures of rigorous teaching, learning, and leading.

Annual Evidence-Based Strategies, Measures and Actions (to meet district goals)

<p><i>District Goal this strategy supports</i></p>	<p>Goal 1: All students will graduate . Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity or sexual orientation) does not predict or predetermine success in school.</p> <p>Progress to graduation measured by 3rd-grade reading achievement, successful completion of Algebra I by the end of 9th grade, and on track with required credits by the end of 9th grade.</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy 1.1</p>	<p><i>If we implement core reading instruction with fidelity, monitor groups of students' reading progress*, and provide appropriate intervention, Then, all students will read at grade level by 3rd grade**, And, students who read at grade level in 3rd grade, will graduate .</i></p> <p><i>*student groups who have been historically unsuccessful - students navigating poverty, Hispanic/Latinx students, students with a disability</i> <i>**careful monitoring of students in our dual immersion programs will include measurements that track to proficiency in two languages by grade 8 (which may be not on grade level in grade 3)</i></p>		
<p><i>What are we going to do?</i></p>	<p>Strategy 1.2</p>	<p><i>If seventh grade data teams meet monthly, monitor grades of seventh grade Latinx students in all math courses and intervene appropriately when students are failing Then Latinx students will successfully pass a math class in seventh grade creating academic behaviors that lead to success in high school math courses And will graduate.</i></p>		
<p><i>What are we going to do?</i></p>	<p>Strategy 1.3</p>	<p><i>If ninth grade data teams meet monthly, monitor grades of ninth grade Latinx students in Algebra 1 and intervene appropriately when students are failing Then Latinx students will successfully complete Algebra I by the end of ninth grade And will graduate.</i></p>		
<p><i>What are we going to do?</i></p>	<p>Strategy 1.4</p>	<p><i>If ninth grade data teams meet monthly and monitor grades earned by ninth grade Latinx students, and intervene appropriately when students are at risk, Then Latinx students will successfully finish ninth grade with six credits And will graduate.</i></p>		
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions for strategy 1.1</p>	<p>Fall Actuals will be entered when testing is completed</p> <p><i>STAR Benchmark Assessment</i></p> <p>STAR Results for: Hispanic/Latino English Hispanic/Latino Spanish Students with Disabilities Students Navigating Poverty</p>	<p>Winter - Goal</p> <p><i>STAR Benchmark Assessment</i></p> <p>STAR Results for: Hispanic/Latino English Hispanic/Latino Spanish Students with Disabilities Students Navigating Poverty</p>	<p>Spring - Goal</p> <p><i>3rd grade ELA OSAS</i> Hispanic/Latino- 56% Students with Disabilities - 35% Students Navigating Poverty- 40%</p> <p>(ELA SBA and STAR correlation is .803)</p> <p>Logramos 3rd Grade: grade equivalent - 3.5</p>
	<p>Measures of Evidence for Students for strategy 1.2</p>	<p>Fall 1st quarter math grades for Latinx students</p>	<p>Winter - Goal Semester 1 math grades for all Latinx students</p>	<p>Spring - Goal 75% of seventh grade Latinx students will pass their seventh grade math class</p>

	Measures of Evidence for Students for strategy 1.3	Fall 1st quarter grades for Latinx students	Winter Semester 1 grades for all Latinx students	Spring 46% of 9th grade Latinx students enrolled in Algebra 1, earn one full credit
	Measures of Evidence for Students for strategy 1.4	Fall 1st quarter grades	Winter Semester 1 credits earned	Spring 92% of Latinx students in 9th grade will earn six credits
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Melissa (Strategy 1.1, 1.2, 1.3, 1.4)	1. Share CIP with district leadership team and teachers		November 2019
	Amy (Strategy 1.1)	2. Attend RTI/100% meetings at each elementary school to monitor the intervention system and provide feedback to RTI Specialists and principals, prioritizing the 4 Targeted Improvement school		Monthly through June 2020
	Amy (Strategy 1.1)	3. Monitor implementation of core reading program through monthly walkthroughs with administrators and provide feedback to principals on implementation, prioritizing the targeted improvement schools		Monthly through June 2020
	Amy (Strategy 1.1)	4. Meet with Title 1 elementary school principals monthly to review the implementation of school improvement plans that focus on student groups identified in their plans.		Monthly through June 2020
	Sabrina and Marcianne (Strategy 1.1, 1.2, 1.3, 1.4)	5. Provide professional learning opportunities specifically for special education and language specialists (SpELL) where these specialists will isolate race to critically unpack inequities faced by emerging bilingual students in special education.		Quarterly through June 2020
	Sabrina and Marcianne (Strategy 1.1, 1.3, 1.4)	6. Continue the focus on inclusion for our students in Special Education, Emerging Bilinguals, and students with challenging behavior		Monthly through June 2020
	Nikki (Strategy 1.2)	7. Attend 7th grade data team meetings and provide coaching for administrators to ensure interventions are put in place.		Monthly through June 2020
	Nikki and Rynda (Strategy 1.3, 1.4)	8. Attend 9th-grade data team meetings and provide coaching for administrators to ensure interventions are put in place.		Monthly through June 2020

	Marcianne (Strategy 1.1, 1.2, 1.3, 1.4)	9. Establish Collaborative Action Research for Equity (CARE) teams at each school to engage in classroom research to discover, develop, document, deliver and disseminate culturally relevant learning and teaching practices.	Three learning meetings and one walkthrough per building team
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership - <i>Strategies 1.1, 1.2, 1.3</i> <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning - <i>Strategies 1.1, 1.2, 1.3</i> <input checked="" type="checkbox"/> Inclusive Policy and Practice - <i>Strategies 1.1, 1.2, 1.3</i>	


District Goal this strategy supports	Goal 2: Improve the health and wellness of students by establishing strong relationships among students and staff.			
What are we going to do?	Strategy 2.1	<i>If district leaders walk through classrooms with principals, observing evidence of inclusive and supportive learning communities, Then, principals will provide that feedback to teachers And, teachers will use that feedback to develop affirming relationships with students where students will feel valued, respected and cared for in the learning environment.</i>		
What are we going to do?	Strategy 2.2	<i>If we develop teams to address attendance in the areas of Communication, Systems, and Policies Then, teachers and administrators will have a consistent philosophy, message, and plan for improving attendance in their building And, student attendance will improve.</i>		
How we will know the plan is working	Measures of Evidence for Strategy 2.1	Fall Modified FEET Assessment - Observed/Not Observed <i>(Teacher Evaluation as Cultural Practice: A Framework for Equity and Excellence)</i>	Winter Modified FEET Assessment - Observed/Not Observed <i>(Teacher Evaluation as Cultural Practice: A Framework for Equity and Excellence)</i>	Spring Modified FEET Assessment - Observed/Not Observed <i>(Teacher Evaluation as Cultural Practice: A Framework for Equity and Excellence)</i>
	Measures of Evidence for Strategy 2.1	Fall	Winter	Spring Youth Truth Survey Data <i>Relationships and Belonging</i> Elementary: 2.76 Middle School: 3.51 High School: 3.49
	Measures of Evidence for Strategy 2.2	Fall Attendance data for all students navigating poverty with focus on 7th and 9th grade students navigating poverty	Winter Attendance data for all students navigating poverty with focus on 7th and 9th grade students navigating poverty	Spring Attendance Goal: Students Navigating Poverty 78% (All) 9th grade students navigating poverty 68%

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Melissa (Strategy 2.1, 2.2)	1. Share CIP with district leadership team and teachers	November 2019
	Amy and Nikki (Strategy 2.1)	2. Building administrators participate in classroom walkthroughs completed at building sites led by district leadership	Monthly through June 2020
	Amy and Nikki (Strategy 2.1)	3. Building administrators provide collected feedback to teachers	Monthly through June 2020
	Marcianne (Strategy 2.1)	4. Establish Collaborative Action Research for Equity (CARE) teams at each school to engage in classroom research to discover, develop, document, deliver and disseminate culturally relevant learning and teaching practices.	Three learning meetings and one walkthrough per building team
	Nikki, Amy (Strategy 2.1)	5. Monitor implementation of new SEL curriculum (Caring Schools Community, Character Strong and Sources of Strength)	Regular Walkthroughs, Feedback and discussions
	Sabrina and Marcianne (Strategy 2.1)	6. Continue the focus on inclusion for our students in Special Education, Emerging Bilinguals, and students with challenging behavior	Monthly through June 2020
	Attendance Action Team (Strategy 2.2)	7. Planning meetings and specific actions related to communications, systems, and policies including social media messages, systems development, and policy alignment.	Four times through June 2020
	Nikki (Strategy 2.2)	8. Attend 7th grade data team meetings and provide coaching for administrators to ensure that communication, systems, and policies support are a part of data conversations and intervention.	Monthly through June 2020
	Nikki and Rynda (Strategy 2.2)	9. Attend 9th grade data team meetings and provide coaching for administrators to ensure that communication, systems, and policies support are a part of data conversations and intervention.	Monthly through June 2020
	ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership - <i>Strategies 2.1 and 2.2</i> <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership - <i>Strategies 2.1 and 2.2</i> <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning - <i>Strategies 2.1 and 2.2</i> <input checked="" type="checkbox"/> Inclusive Policy and Practice - <i>Strategies 2.1 and 2.2</i>

Continuous Improvement Process

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.





Roadmap to \$\$\$

SSA STUDENT INVESTMENT ACCOUNT TIMELINE 2019-2020

Community Engagement


September - October

Develop Student Investment Account Application

January - February

Continue Community Engagement

May - June



Continuous Improvement Plan


November - December

Submit Student Investment Account Application

March - April

Work Together to Put Plan into ACTION

July - beyond



The District CIP is part of our process to apply for Student Success Act funds

Needs Assessment

Data

- YouthTruth
- OSAS
- Logramos
- Attendance
- STAR
- Staff Engagement Survey
- Community Engagement Survey

Board Goals

District Strategic Plan



What did the data tell us?

Latinx students, students navigating poverty, and students with disabilities continue to lag behind white peers on most measures

3

District Continuous Plan Snapshot

Goal	Metrics	Groups
All students will graduate.	3rd-grade reading achievement <ul style="list-style-type: none"> • Smarter Balanced (OSAS) • Logramos 	Latinx Students Students Navigating Poverty Students with Disabilities
	Passing rate for 7th graders in math <ul style="list-style-type: none"> • C or better 	Latinx Students
	Successful completion of Algebra I by the end of 9th grade	Latinx Students
	On track with required credits by the end of 9th grade.	Latinx Students
	Graduation Rate	All Students Latinx Students

4

District Continuous Plan Snapshot

Goal	Metrics	Groups
Improve the health and wellness of students by establishing strong relationships among students and staff.	Youth Truth Data <ul style="list-style-type: none"> Elementary - Relationships Summary Middle School - Belonging & Peer Collaboration Summary High School - Belonging & Peer Collaboration Summary 	All Students
	Attendance Data	Students navigating poverty 9th grade students navigating poverty

5

District Strategies to Meet Our Goals

<u>Goal 1</u>	<u>Goal 2</u>
All Students Will Graduate	Establish Strong Relationships Among Staff and Students
Share the CIP with the Leadership Team	Share the CIP with the Leadership Team
Attend Elementary Level RTI Meetings	DO and Building Admin Classroom Walkthroughs (using F.E.E.T.)
Monitor Core Reading Programs (English and Spanish)	Feedback to Teachers Based on Walkthroughs
Title I Elementary Focus	Form an Attendance Action Team
SpELL Training	Monitor SEL Programs K-12
Inclusive Practices	Inclusive Practices
7th Grade Data Teams (at MS)	7th Grade Data Teams (at MS)
9th Grade Data Teams (at HS)	9th Grade Data Teams (at HS)
CARE Training and Walkthroughs	CARE Training and Walkthroughs

6



Corvallis

SCHOOL DISTRICT

- VI. ADOPT A PROCESS FOR THE SELECTION OF AN INTERIM BOARD MEMBER (8:00 p.m.)*



**Interim School Board Member Selection Process
Position #6; Term: January 16, 2020 – June 30, 2021***

November 12, 2019	School Board declares vacancy.
November 14, 2019	School Board adopts selection process.
Minimum Qualifications	<p>To qualify, an applicant must:</p> <ul style="list-style-type: none"> • Have been a resident of the District for one year as of January 16, 2020. • Be a qualified voter of the District. • Not be an employee of the District. • Attend the January 16, 2020 School Board meeting and participate in the selection process. <p align="center">The School Board seeks greater diversity in its membership.</p>
December 11, 2019; 5:00 pm	Applications due by 5:00 p.m.
Application Requirements	<p>In order to be considered, a letter of application must be received by the deadline and include all of the following information:</p> <ul style="list-style-type: none"> • Applicant's: <ul style="list-style-type: none"> ♦ Name as it appears on the voter registration record ♦ Date of birth (for voter registration verification) ♦ Home address ♦ Email address ♦ Telephone number • Reason applicant wants to serve on the board. • Applicant's qualifications for the position. • Skills applicant would bring to the board. • Names and telephone numbers for two personal references and one professional/business reference. • Answers to the following questions: <ul style="list-style-type: none"> ▪ 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? ▪ Looking ahead to the end of your appointment in June 2021, what do you think will be the two most difficult issues facing the school district, and what would you do to address them? ▪ What is your definition of equity in the school district, and what would you do to improve equity in the district? ▪ Are you interested in the position only until the end of the interim term (June 30, 2021) or do you plan to run for election for the remaining two years of the term (through June 30, 2023)?
Additional Requirements	<ul style="list-style-type: none"> • Applicants must attend the January 16, 2020 board meeting. • Applicants must participate in the selection process. • Failure to attend and/or participate will eliminate an applicant from further consideration.
December 16, 2019-January 5, 2020	School Board members conduct reference checks.
January 16, 2020	School Board conducts interviews and makes selection during a public meeting.

*Applicants who desire to remain in position #6 beyond June 30, 2021, must file for the May 2021 election through Benton County Elections. There is no guarantee the interim appointee will be elected.



Corvallis

SCHOOL DISTRICT

VII. CONSOLIDATED ACTION (8:10 p.m.)*

VII.A. Minutes

VII.A.1. October 10, 2019

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:31 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 Sami Al-AbdRabbuh, Chair Tina Baker Jay Conroy Sarah Finger McDonald, Vice Chair Terese Jones</p> <p><u>BOARD MEMBERS EXCUSED</u> Brandy Fortson</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Somer Sanchez, College Hill Taylor Palmer, College Hill Robert Ramirez, CHS Suraj Kulkarni, CHS Trevor Adams, CVHS</p>
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-AbdRabbuh led the Pledge of Allegiance.

III. BOARD MEMBER REPORTS

Board members provided brief updates regarding various activities they had engaged in during the past month.

IV. INTRODUCE 2019-20 STUDENT REPRESENTATIVES

Superintendent Noss introduced this year’s student representatives.

V. SUPERINTENDENT'S REPORT

Superintendent Noss provided a few highlights of the work District-wide since his last report. (The Superintendent’s report is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

VI. PUBLIC/STAFF COMMENT

Bryan Tilt, 2960 NW Firwood Drive, Corvallis, expressed concern regarding the presence of religious representatives at Linus Pauling Middle School during the school day, and their access to students via the lunch room. He asked the Board to take up the issue because there is no formal policy about it.

Yazmin Brambila, 109 NE Conifer Boulevard, Corvallis, said she has seen some close calls between students and cars when Garfield students are crossing 11th Street to get to and from school. She is hopeful that the Corvallis Police Department would post an officer there to help slow down the traffic.

Bechir Hamdaoui, 3153 NW Morning Glory Drive, Corvallis, spoke in support of adding Arabic as a world language to the high school curriculum. He shared information about funding from a program through the Qatar Foundation, adding that it is an excellent opportunity that he would like the District to participate in.

Jannah Moussaoui, college student, spoke in support of the teaching of Arabic language. She said she has volunteered for the last two years in the Garfield after-school Arabic Club. She touched on some of the benefits students receive by being part of that community, and being able to wholeheartedly embrace their culture and language.

Jon Katz, 3620 NW Sylvan Drive, Corvallis, encouraged the Board to add Arabic as a world language to the high school curriculum. He said some of the reasons supporting the addition of Arabic include preparing students to study it in college, helping students become more engaged with the world, and fostering engagement with and understanding of the world.

Omar Mohamed, 6460 NW Sisters Place, Corvallis, said he grew up in Corvallis but many of his peers left the public school system after middle school. He described the isolation, stigmatization, and academic struggles he endured in high school, especially because it was relatively close to 2011. He opined that adding Arabic as a world language in high school would not only benefit students academically but would help bridge the gap between students.

Sadia Hasan, 5381 NW Skycrest Parkway, Corvallis, spoke in support of adding Arabic as a world language in high school. She said her family is from Bangladesh, and she provided anecdotes from her own life including being harassed because of the head scarf she wears. She opined that the program offered through the Qatar Foundation is geared toward students like her and would be very positive for Corvallis youth.

Shoroq Alabdali, 155 SW Kings Boulevard, Corvallis, spoke in support of adding Arabic as a world language in high school. She related the experience of a friend from Kuwait whose children were raised in the United States and, therefore, lacked the support network to learn the Arabic language and culture. Ms. Alabdali opined that adding Arabic to the high school curriculum would help otherwise stigmatized children feel part of a united community.

Maher Hawash, 7060 NW Oak Creek Drive, Corvallis, spoke in support of adding Arabic as a world language in high school. He said that a person would have an upper hand in business if they speak Arabic, and that teaching Arabic in high school would benefit even non-Arabic students.

Sarva Hawash, 7060 NW Oak Creek Drive, Corvallis, spoke in support of adding Arabic as a world language in high school. She cited the benefits of learning a foreign language and said that speaking Arabic is truly one of the most beautiful parts of her life.

Kais Ebrahim, 1830 NW Menlo Drive, Corvallis, spoke in support of adding Arabic as a world language in high school. He urged the Board to leave a legacy by funding the program in conjunction with the money provided by the Qatar Foundation. He opined that a team effort at fundraising could provide the rest of the necessary funds beyond those the Qatar Foundation could provide.

Julianna Betjemann, 8260 NW Cardwell Hill Drive, Corvallis, spoke in support of adding Arabic as a world language in high school. She opined that teaching Arabic in high school would bring together the public school system, OSU students, parents, and community members. She said that an English speaker learning a European language doesn't receive the same exposure that they would get learning Arabic.

VII. BOND PROGRAM UPDATE

Kim Patten, Director of Facilities and Transportation, referred to a report provided before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.) Ms. Patten responded to questions from Board members.

A. Garfield/Lincoln/Hoover Design Development

Kim Patten, Director of Facilities and Transportation, introduced Yasmin Brambila, De Nyago Tafen, and Svetlana Dascaluc, parent members of the design advisory committees for Garfield, Lincoln, and Hoover, respectively. The design advisory committee members shared their reflections on the design process. Ms. Patten provided a slide presentation that included up-to-date design plans for each school. (The presentation slides are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Additional presenters Brian Frey and Ty Koellman, architects with DLR Group, and Dale Kuykendall, senior project manager with Wenaha Group, offered a deeper explanation of each of the design principles and how they relate to the finished designs for the schools.

All presenters responded to questions from Board members.

VIII. STUDENT SUCCESS ACT PLANNING

Finance and Operations Director Olivia Meyers Buch and Superintendent Noss referred to a report provided before the meeting, and gave a slide presentation. (The report and presentation slides are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.) Ms. Meyers Buch and Superintendent Noss responded to questions from Board members.

IX. CONSOLIDATED ACTION

MOTION:

It was moved by Vice Chair Finger McDonald and seconded by Director Jones to approve the Consolidated Action items. The motion was voted on and unanimously approved.

The Board approved the following items:

- A. **Minutes** – September 4, 2019; September 12, 2019; September 26, 2019

X. CONSOLIDATED INFORMATION

The Board received the following information:

- A. **Non-Licensed Personnel Information** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- B. **Unaudited Financial Statements – July 31, 2019 and August 31, 2019** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- C. **Enrollment Update** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- D. **Policies And Administrative Regulations – Information Only**

1. Board Policy AC—Nondiscrimination—Revised—First Reading

Director Adams asked that a notation be made in Board Policy KL referring to its associated Administrative Regulation, similar to the way it is for Board Policy AC.

2. Administrative Regulation AC-AR—Nondiscrimination—Revised—First Reading

Director Jones referred to the proposed removal of the words “parental/or” from “parental/or marital status” on the complaint form. She asked staff to find a clearer, more

inclusive term for “marital status” to make it easier for a person to respond to if they are in a relationship but not married. She offered to do some research to find some examples but mentioned “partner status” as one option.

Director Jones questioned the use of “Native American” is one of the check boxes on the complaint form, saying that agreement does not exist as to whether or not that is the appropriate terminology. Erika Cook, policy coordinator, explained that the term is used in Oregon Administrative Rules.

3. Administrative Regulation JHFE-AR(1)—Reporting of Suspected Abuse of a Child—Revised—First Reading

4. Board Policy JED—Student Absences and Excuses—Revised—First Reading**

5. Board Policy JFCJ—Weapons in the Schools—Revised—First Reading**

Director Adams asked whether the sentence, “Students found to have brought, possessed, concealed or used a firearm in violation of this policy or state law shall be expelled for a period of not less than one year.” is required by law, adding that it seems harsh. Assistant Superintendent Melissa Harder explained that even if a student is expelled for one year and are brought back the next day, they are still on probation under the expulsion rules for one year. Director Adams asked whether there is any way the District could make interventions that are appropriate to the child’s situation. Superintendent Noss noted that school districts have received more discretion over time than even a decade ago; however, staff will make sure there’s a legal requirement that the language be there.

6. Board Policy JHFDA—Suspension of Driving Privileges—Rescind—First Reading

7. Administrative Regulation JHFDA-AR(1)—Request for Suspended Driving Privileges—Rescind—For Information Only

8. Administrative Regulation JHFDA-AR(2)—Notice of Withdrawal—Rescind—For Information Only

XI. BOARD MEMBER COMMENTS

Director Conroy expressed gratitude for the work of Facilities and Maintenance Director Kim Patten and that of the design advisory committees.

Director Jones asked the Board to revisit the discussion around Board-School Liaisons. She said she received requests from three parent/teacher groups for more access to Board members, and she considers face-to-face time with parents to be part of Board development. Discussion ensued regarding possible options for increasing Board member contact with parents, including:

- Having one Board-School Liaison for elementary schools and one for secondary schools and have those liaisons visit each school’s parent/teacher group meetings once per year.

- Joining the quarterly meetings convened by the Corvallis Public Schools Foundation of parent leaders from across the District.
- Waiting for invitations from parent/teacher groups to have a Board member join a meeting, as long as they are on the agenda.
- Assigning each Board member to a school with the expectation that they ask to be on the parent/teacher group’s meeting agenda once during the months of September, December, and March.

Superintendent Noss said the feedback he received from schools is that there wasn’t consistency in how often Board members visited the parent/teacher group meetings. He opined that having a Board member on an agenda one to three times per year would be favorable to schools.

XII. ADJOURNMENT

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 9:49 p.m.

Sami Al-AbdRabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

VII.A.2. October 24, 2019

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 6:06 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 Sami Al-AbdRabbuh, Chair Tina Baker Jay Conroy Sarah Finger McDonald, Vice Chair Brandy Fortson Terese Jones	Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-AbdRabbuh led the Pledge of Allegiance.

III. SESSION 2 TRAINING – OREGON SCHOOL BOARDS ASSOCIATION PROMISE SCHOLARSHIP PROGRAM

The Corvallis School District was selected for the 2019-20 Oregon School Boards Association (OSBA) Promise Scholarship Program (PSP). The program includes 18 hours of professional development through which Board members will gain valuable insight into their role of improving student achievement. Upon successful completion of the PSP, the Corvallis School District will earn a \$5,000 scholarship to distribute to one or more students.

Kristin Miles of OSBA facilitated the training with the aid of a slide presentation. (The presentation slides are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

IV. BOARD MEMBER COMMENTS

Vice Chair Finger McDonald requested a report regarding disaggregated discipline data to use as part of the Board's goal around equitable systems.

Director Fortson met with Lincoln Elementary School's 3rd grade team for Oregon Battle of the Books, and was asked by the students to tell the District that the lettuce in the cafeteria food is much better this year.

V. ADJOURNMENT

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 8:58 p.m.

Sami Al-AbdRabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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UNADOPTED MINUTES



Corvallis

SCHOOL DISTRICT

VII.A.3. November 7, 2019

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 6:51 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 Sami Al-AbdRabbuh, Chair Jay Conroy Sarah Finger McDonald, Vice Chair Brandy Fortson	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent
<u>BOARD MEMBERS EXCUSED</u> Tina Baker Terese Jones	

A quorum was present and due notice had been published.

II. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(f) to consider records that are exempt from public disclosure.

III. PLEDGE OF ALLEGIANCE

Chair Al-AbdRabbuh led the Pledge of Allegiance.

IV. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

It was moved by Director Conroy and seconded by Director Adams that no further investigation is warranted for the complaint appeal filed by William Cushman. The motion was voted on and passed unanimously.

V. ADJOURNMENT

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 6:53 p.m.

Sami Al-AbdRabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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UNADOPTED MINUTES



Corvallis

SCHOOL DISTRICT

VII.B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 14, 2019

Licensed Personnel Action

ACTION REQUESTED

1. Issue:
 - a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Hund, Mindy	District Nurse	0.80	District Office	11/7/2019	Temporary

- b. Additional Information/Leaves/Reduction

MOTION REQUESTED:

"I move to approve the Licensed Personnel action as submitted."



Corvallis

SCHOOL DISTRICT

VII.C. Budget Committee Appointments



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: November 14, 2019

Budget Committee Appointments

ACTION REQUESTED

Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The appointive committee members are appointed for three-year terms. This year the terms of three members expired (Katherine Bremser, Margit Foss, and Jim McCullough), resulting in three vacancies for full terms expiring June 30, 2022.

Pursuant to [Board Policy DBEA](#), the Board identified three vacant budget committee positions on September 12, 2019. In accordance with the recruitment schedule adopted on the same date, these vacancies were announced and applications were solicited via advertisement in the Gazette Times and through messages shared on social media and other district communication channels.

The district received two requests for reappointment (Katherine Bremser and Margit Foss) and one new application. Materials for the new application are attached. Those seeking reappointment do not need to submit another application; they only need to indicate their desire to continue. My recommendation is to offer appointments as follows:

- Katherine Bremser – three-year term ending June 30, 2022
- Margit Foss – three-year term ending June 30, 2022
- Andrew Freborg - three-year term ending June 30, 2022

ACTIONS REQUESTED:

Appoint Katherine Bremser, Margit Foss and Andrew Freborg to the Budget Committee.

MOTION REQUESTED:

“I move that Katherine Bremser, Margit Foss and Andrew Freborg be appointed to the Budget Committee.”

Fwd: Corvallis School District Budget Committee

1 message

Prososki, Steven <steven.prososki@corvallis.k12.or.us>
To: "Meyers Buch, Olivia" <Olivia.MeyersBuch@corvallis.k12.or.us>

Thu, Oct 31, 2019 at 8:08 AM

----- Forwarded message -----

From: **Andrew Freborg**
Date: Wed, Oct 30, 2019 at 6:59 PM
Subject: Corvallis School District Budget Committee
To: <Steven.Prososki@corvallis.k12.or.us>

Good Evening Mr Prososki

My name is Andrew Freborg and I am interested in serving on the Budget Committee for the Corvallis School District.

I am currently a Citizen Member of the Corvallis Budget Commission but will be moving outside of Corvallis city limits, but still inside School District Boundaries at the end of this upcoming session. I would like to continue to be involved in local budget making processes, however, and feel the school district would be an ideal place to do that.

I believe that both Vince Adams and Sami Al-Abdrabuh can vouch for my character and sincerity.

I hope to hear from you soon
Thank you
Andrew Freborg

Andrew Thomas Freborg

JOB EXPERIENCE:

Arion Medical Transport Corvallis, Oregon 2014-present

General Manager/Driver: Duties Included: Responsible for day to day management of the business, including scheduling of rides, dispatch, and billing. Coordinate schedules for 6 drivers across 3 counties. Responsible for hiring new drivers, setting prices, and maintaining records. Point of contact with brokerage firm, Cascades West Rideline. Make budget forecasts based on current expected revenue and expenses. As Driver, responsible for the timely and safe transport of clients to and from doctors appointments all over Oregon.

Skills Obtained: Making employee schedules, how to interview potential employees, balancing revenue and labor costs.

Corvallis Pain Management Philomath/Corvallis, Oregon 2013-2014

Front Office Supervisor/Referrals Clerk: Duties Included: In charge of 3 Front Office Staff, responsible for training and implementing Front Office Procedures. Taking messages from patients to doctor or assistant, either in person or over the phone. Scheduling and rescheduling patient appointments, abide by HIPPA and other client confidentiality requirements, and provide World Class Customer Service. Processing incoming new patient referrals, as well as sending out referrals and obtaining insurance Pre Authorizations for procedures at other facilities.

Skills obtained: Ability to quickly and efficiently manage multiple employees in fast paced environment.

The Corvallis Clinic Corvallis, Oregon 2010- 2012

Medical Office Specialist 2 Duties included: Taking messages from patients to doctor or assistant, either in person or over the phone. Scheduling and rescheduling patient appointments, abide by HIPPA and other client confidentiality requirements, and provide World Class Customer Service.

Skills obtained: Increased typing speed, ability to discern important information while taking a message, and improved split second decision making skills when dealing with patients in medical need. For the last 6 months of employment I worked at two desks simultaneously, Neurology and Internal Medicine, answering patient calls for both departments.

Safeway Corvallis, Oregon 2001-2010

Person in Charge (PIC): November 2009-April 2010 Duties included: Providing World Class Customer Service, managing the store and employees during my shift, and taking a proactive approach to the general appearance and welfare of the store. I was also responsible for resolving customer complaints in a quick, professional manner.

Skills obtained: Ability to effectively motivate and lead the employees I was in charge of in a fast-paced work environment, handle customer complaints in a quick, courteous manner; multi-tasking and completing assigned tasks in the time required.

Cashier: November 2004-April 2010; Courtesy Clerk: October 2001-November 2004 Duties included: Providing World Class Customer Service, quickly and accurately ringing up customer orders, and resolving basic customer complaints. As Courtesy Clerk I assisted customers with basic needs such as locating items, bagging orders, providing assistance out to their vehicles, and other duties as assigned.

Skills obtained: Ability to provide a personable approach to customer service, providing the best possible service to multiple customers in a timely manner, and rapid 10 keying. As Courtesy Clerk I learned to resolve basic customer complaints in a timely and professional manner, knowing who and when to ask for help if needed, completing tasks on time and to specifications, and how to maintain composure and professionalism in a hectic work environment.

Boys and Girls Club of Corvallis Corvallis, Oregon June 2000- June 2009

Baseball Umpire Duties included: Managing the pace of the game, making split second decision correctly, possessing detailed knowledge of rules and regulations pertaining to a given situation, resolving any disputes and managing the behavior of players, coaches, and fans.

Skills obtained: Ability to maintain a professional demeanor at all times, even during heated confrontation, resolve disputes quickly, and be firm in my decisions yet open to discussion.

VOLUNTEER: Citizen Member of Corvallis Budget Commission 2019-2020

EDUCATION & AWARDS:

Bachelor of Science in Speech Communication, Western Oregon University, 2008

While a Medical Office Specialist, I received Blue, Silver, and Gold VIP awards. VIP stands for Values In Practices and is intended to recognize staff members who go "above and beyond" in patient care. VIPs are almost exclusively awarded by patients and given to the supervisor of the employee in question. Each are obtained by receiving a certain amount of VIP cards that are filled out by patients: 3 (Blue), 6 (Silver), and 10 (Gold). I received my first VIP card after 7 months of employment; from that point on, I averaged one VIP card about every 7 weeks.

While performing my duties as a cashier at Safeway I was awarded with the "Presidents Gold Award for Customer Service." This required providing World Class Customer Service with at least a 90% success rate over the course of 20 randomly timed audits called "Shops" by secret shoppers. I achieved this award in my first 20 shops.

Received all promotions at Safeway by request of Store Manager



Corvallis

SCHOOL DISTRICT

VII.D. DLR Group Fee Amendment: PIPC Process for Garfield, Lincoln, and Hoover



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: November 14, 2019

DLR Group Fee Amendment for the PIPC Process for Garfield, Lincoln & Hoover

Action Requested

Background

In May 2018, voters approved a Facilities Improvement Bond in the amount of \$199,916,925. DLR Group was issued a contract for the design of all elementary school projects for the District.

During contract and fee negotiations with DLR Group, it was agreed that the original design fee for the schools would not include work related to Public Improvements by Private Contract (PIPC) because the scope of that work was not known at the time.

Working through the permit process with the City of Corvallis and the Oregon Department of Transportation illuminated design features that require added design to meet PIPC requirements. A few of the added items include storm drain relocation at Lincoln Elementary, frontage improvements at Lincoln and Hoover Elementary, public right of way, and sidewalk, bus pads, and driveways at Garfield. The City requires that these PIPC designs be submitted separately from the building permit package, and in a different format than the balance of the project documents.

ACTION REQUESTED

Approve an amendment to the DLR Group contract.

MOTION REQUESTED

“I move to approve an amendment to the DLR Group contract in the amount of \$166,670 to complete the PIPC process for three schools (Garfield \$37,580, Lincoln \$80,600, and Hoover \$48,490).”



Corvallis

SCHOOL DISTRICT

VIII. CONSOLIDATED INFORMATION

VIII.A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Jennifer Duvall, Human Resources Director
 Meeting Date: November 14, 2019

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Name	Position	Hours	Building	Start Date	Contract Status
Nancy Anthony	Food Service Assistant	2.25	Philomath High School	10/17/2019	Regular/ Probationary
Benjamin Martin	Food Service Assistant	2	Central Kitchen	10/21/2019	Regular/ Probationary
Kenneth Rasmussen	Maintenance 3/Carpentry	8	District Office	10/21/2019	Limited Term
Yannie Reyes-Alvarez	Administrative Assistant 1	4	Garfield Elementary	10/21/2019	Regular/ Probationary
Silvia Johnson	Administrative Assistant 1-MS	7	Linus Pauling Middle School	10/21/2019	Regular/ Probationary
Andrea Tribolet	Educational Assistant Life Skills	7	Mt. View Elementary	10/24/2019	Regular/ Probationary
Julia Fehrenbacher	Educational Assistant 2	5.5	Wilson Elementary	10/28/2019	Limited Term
Courtney Nelson	Educational Assistant Life Skills	7	Linus Pauling Middle School	11/4/2019	Regular/ Probationary
Krystina SanGiovanni	Educational Assistant 2/LRC	6.5	Mt. View Elementary	11/4/2019	Limited Term
Breeanne Patrick	American Sign Language Assistant	6.5	Jefferson Elementary	11/4/2019	Regular/ Probationary
Paul Durbin	Educational Assistant Life Skills	7.5	Mt. View Elementary	11/6/2019	Limited Term
Ann Souther	Health Service Assistant (2 hours), Educational Assistant 2 (2 hours), Administrative Assistant 1 (1 hour)		Mt. View Elementary	11/4/2019	Regular/ Probationary



Corvallis

SCHOOL DISTRICT

Guy Holly	Educational Assistant 2/LRC	7.5	Adams Elementary	11/4/2019	Limited Term
Ann Mbacke	Educational Assistant Life Skills	7	Mt. View Elementary	10/14/2019	Regular/ Probationary

Termination/Resignation/Layoff/Retirement

Name	Position	Hours	Building	Reason	Effective Date
Claudia Martinez Roman	Administrative Assistant 1	4	Garfield Elementary	Resignation	10/16/2019
Janet Swensen	Educational Assistant Life Skills	7	Crescent Valley High School	Resignation	10/18/2019
Lily Huston	Educational Assistant Life Skills	7	Jefferson Elementary	Resignation	10/29/2019
Julie Catala	Exec Asst to Superintendent	8	District Office	Retirement	07/01/2020



Corvallis

SCHOOL DISTRICT

VIII.B. Unaudited Financial Statements -- September 30, 2019



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: November 14, 2019

September Financial Statements (Unaudited) NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending September 30, 2018 and September 30, 2019 follow this report. As September is the end of the first quarter of the fiscal year, you will also find statements on all other reportable funds in addition to the General Fund. General Fund highlights are included below while information on the other funds can be found on the individual fund statements.

Year-to-date operating revenues through the end of September 2019 total \$14.2 million or 17.5% of total budgeted operating revenues as compared to \$13.6 million or 18.6% through the end of September 2018. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year. Total operating revenue is projected to be \$1.5 million less than budgeted operating revenue due to several factors including:

- higher than projected growth in assessed value (resulting in increased property tax revenue and decreased state school fund general support)
- more compression loss (resulting in decreased local option tax revenue)
- higher than projected interest rates (resulting in increased earnings on investments)
- lower than projected student enrollment (resulting in decreased state school fund general support)

The beginning fund balance reflects an increase of \$0.9 million over the adopted budget of \$15.4 million. Overall, total resources in 2018-19 were 104.0% of budget while total expenditures were 98.3% of budget.

Year-to-date operating expenditures through the end of September 2019 total \$14.0 million or 16.5% of total budgeted operating expenditures as compared to \$10.3 million or 13.4% through the end of September 2018. Total operating expenditures are projected to exceed budgeted operating revenue by \$0.8 million primarily due to the results of collective bargaining that were implemented after the budget was adopted. Additional

detail will be included in a supplemental budget that will be presented for board adoption at the December 19th school board meeting.

Projected resources and requirements through June 30, 2020 result in an ending fund balance of \$10.3 million, or 12.9% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$6.1 million. All General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2019.

Please contact me with questions or if you would like any additional information.

Supplementary Materials

1. Statements of Resources and Requirements as of September 30, 2018 and 2019
2. Schedule of Investments as of September 30, 2019
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of September 1 – September 30, 2019

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

General Fund

	FY 2018-19					FY 2019-20				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Adopted	Actuals Thru	% of	Projected Thru	% of
	Budget	9/30/2018	Budget	6/30/2019	Budget	Budget	9/30/2019	Budget	6/30/2020	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 36,569,504	\$ 12,371,915	33.8%	\$ 35,706,867	97.6%	\$ 39,643,398	\$ 13,225,529	33.4%	\$ 38,904,730	98.1%
Property Taxes Levied by District	27,842,602	705,935	2.5%	29,158,432	104.7%	29,459,522	50,543	0.2%	29,762,663	101.0%
Common School Fund	692,493	-	0.0%	1,029,035	148.6%	649,329	-	0.0%	649,272	100.0%
County School Funds	160,000	-	0.0%	325,089	203.2%	260,000	-	0.0%	260,000	100.0%
Local Option Taxes Levied by District	6,533,657	166,049	2.5%	7,191,010	110.1%	7,960,309	11,240	0.1%	7,084,797	89.0%
Earnings on Investments	275,000	278,302	101.2%	1,087,073	395.3%	500,000	212	0.0%	613,000	122.6%
Other	1,374,000	104,077	7.6%	2,477,302	180.3%	2,902,280	951,481	32.8%	2,591,784	89.3%
Total Operating Revenues	\$ 73,447,256	\$ 13,626,279	18.6%	\$ 76,974,809	104.8%	\$ 81,374,838	\$ 14,239,004	17.5%	\$ 79,866,246	98.1%
Beginning Fund Balance	\$ 14,680,682	\$ 14,700,602	100.1%	\$ 14,680,682	100.0%	\$ 15,429,889	\$ 16,373,874	106.1%	\$ 16,373,874	106.1%
TOTAL RESOURCES	\$ 88,127,938	\$ 28,326,881	32.1%	\$ 91,655,491	104.0%	\$ 96,804,727	\$ 30,612,878	33.4%	\$ 96,240,120	99.4%
REQUIREMENTS										
Salaries	\$ 38,369,511	\$ 4,679,386	12.2%	\$ 37,656,035	98.1%	\$ 40,149,710	\$ 5,183,191	12.9%	\$ 40,771,185	101.5%
Associated Payroll Costs	21,557,545	2,395,568	11.1%	20,429,023	94.8%	25,292,687	2,848,905	11.3%	25,231,193	99.8%
Purchased Services	10,235,681	1,236,029	12.1%	10,834,944	105.9%	12,556,466	1,418,931	11.3%	12,514,322	99.7%
Supplies and Materials	4,206,143	1,196,038	28.4%	4,615,855	109.7%	5,260,534	2,854,980	54.3%	5,614,966	106.7%
Capital Outlay	585,559	-	0.0%	265,814	45.4%	55,000	111,986	203.6%	53,900	98.0%
Other Objects	1,621,929	792,215	48.8%	1,479,947	91.2%	1,776,724	1,580,255	88.9%	1,741,190	98.0%
Total Operating Expenditures	\$ 76,576,368	\$ 10,299,236	13.4%	\$ 75,281,617	98.3%	\$ 85,091,121	\$ 13,998,247	16.5%	\$ 85,926,755	101.0%
Contingency	1,820,050	-		-		2,034,371	-		-	
Rainy Day Reserves	3,640,100	-		-		4,068,742	-		-	
Unappropriated Reserves	2,891,420	-		-		2,811,990	-		-	
Unappropriated Reserve (PERS)	3,200,000	-		-		2,798,503	-		-	
TOTAL REQUIREMENTS	\$ 88,127,938	\$ 10,299,236		\$ 75,281,617		\$ 96,804,727	\$ 13,998,247		\$ 85,926,755	
ENDING FUND BALANCE		\$ 18,027,644		\$ 16,373,874			\$ 16,614,631		\$ 10,313,364	
Contingency				1,924,370	2.5% *				1,996,656	2.5% *
Rainy Day Reserves				3,848,740	5.0% *				3,993,312	5.0% *
Unappropriated Reserves				9,277,944	12.1% *				3,993,312	5.0% *
Unappropriated Reserve (PERS)				1,322,819	1.7%				330,084	0.4% *
* Percent of Operating Revenue				16,373,874	21.3%				10,313,364	12.9%

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Food Service Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 1,279,000	\$ 103,698	8.1%	\$ 1,323,472	103.5%	\$ 1,372,570	\$ 108,795	7.9%	\$ 1,372,570	100.0%
State Sources	40,000	7,238	18.1%	50,997	127.5%	48,550	-	0.0%	\$ 48,550	100.0%
Federal Sources	1,595,000	138,237	8.7%	1,657,440	103.9%	1,700,500	77,005	4.5%	\$ 1,700,500	100.0%
Total Operating Revenues	\$ 2,914,000	\$ 249,173	8.6%	\$ 3,031,909	104.0%	\$ 3,121,620	\$ 185,800	6.0%	\$ 3,121,620	100.0%
Beginning Fund Balance	159,861	356,261	222.9%	356,261	222.9%	250,000	417,929	167.2%	417,929	167.2%
TOTAL RESOURCES	\$ 3,073,861	\$ 605,434	19.7%	\$ 3,388,170	110.2%	\$ 3,371,620	\$ 603,730	17.9%	\$ 3,539,549	105.0%
REQUIREMENTS										
Salaries	\$ 1,003,014	\$ 174,045	17.4%	\$ 982,781	98.0%	\$ 1,044,093	\$ 170,152	16.3%	\$ 1,044,093	100.0%
Associated Payroll Costs	840,202	88,222	10.5%	764,324	91.0%	949,209	92,829	9.8%	\$ 949,209	100.0%
Purchased Services	34,725	6,344	18.3%	54,148	155.9%	43,225	2,221	5.1%	\$ 43,225	100.0%
Supplies and Materials	1,080,500	132,739	12.3%	1,154,530	106.9%	1,165,012	36,193	3.1%	\$ 1,165,012	100.0%
Other Objects	28,000	3,057	10.9%	14,457	51.6%	14,000	2,987	21.3%	\$ 14,000	100.0%
Total Operating Expenditures	\$ 2,986,441	\$ 404,408	13.5%	\$ 2,970,240	99.5%	\$ 3,215,539	\$ 304,381	9.5%	\$ 3,215,539	100.0%
Contingency	\$ 87,420	\$ -		\$ -		\$ 156,081	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 3,073,861	\$ 404,408		\$ 2,970,240		\$ 3,371,620	\$ 304,381		\$ 3,215,539	
ENDING FUND BALANCE	\$ -	\$ 201,027		\$ 417,929		\$ -	\$ 299,348		\$ 324,010	

Notes:

The Food Service Fund is a self-supporting fund. Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation. The district also provides food service programs to other districts and agencies such as Philomath School District, Alsea School District, and several local child care facilities.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

District Donation Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 600,000	\$ 160,000	26.7%	\$ 429,577	71.6%	\$ 600,000	\$ 185,000	30.8%	\$ 600,000	100.0%
TOTAL RESOURCES	<u>\$ 600,000</u>	<u>\$ 160,000</u>	26.7%	<u>\$ 429,577</u>	71.6%	<u>\$ 600,000</u>	<u>\$ 185,000</u>	30.8%	<u>\$ 600,000</u>	100.0%
REQUIREMENTS										
Salaries	\$ 19,435	\$ 56,297	289.7%	\$ 69,630	358.3%	\$ 14,500	\$ 67,774	467.4%	\$ 67,774	467.4%
Associated Payroll Costs	6,451	15,068	233.6%	17,099	265.1%	5,162	21,722	420.8%	21,722	420.8%
Purchased Services	97,890	5,327	5.4%	111,516	113.9%	95,000	8,238	8.7%	95,000	100.0%
Supplies and Materials	461,224	34,085	7.4%	216,368	46.9%	470,338	15,128	3.2%	410,504	87.3%
Capital Outlay	15,000	-	0.0%	4,263	28.4%	15,000	-	0.0%	5,000	33.3%
Other Objects	-	-	#DIV/0!	10,702	#DIV/0!	-	-	#DIV/0!	-	#DIV/0!
TOTAL REQUIREMENTS	<u>\$ 600,000</u>	<u>\$ 110,777</u>		<u>\$ 429,577</u>		<u>\$ 600,000</u>	<u>\$ 112,863</u>		<u>\$ 600,000</u>	
ENDING FUND BALANCE	<u>\$ -</u>	<u>\$ 49,223</u>		<u>\$ -</u>		<u>\$ -</u>	<u>\$ 72,137</u>		<u>\$ -</u>	

Notes:

This fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate 501(c)3 organization. A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to account for the expenditures of donated funds.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Designated Facilities Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2018	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2019	% of Budget
RESOURCES										
Local Sources	\$ 497,000	\$ 24,715	5.0%	\$ 1,289,302	259.4%	\$ 477,500	\$ 19,124	4.0%	\$ 477,500	100.0%
Total Operating Revenues	\$ 497,000	\$ 24,715	5.0%	\$ 1,289,302	259.4%	\$ 477,500	\$ 19,124	4.0%	\$ 477,500	100.0%
Beginning Fund Balance	\$ 1,650,000	\$ 1,577,662	95.6%	\$ 1,577,662	95.6%	\$ 1,977,500	\$ 2,651,077	134.1%	\$ 2,651,077	134.1%
TOTAL RESOURCES	\$ 2,147,000	\$ 1,602,377	74.6%	\$ 2,866,964	133.5%	\$ 2,455,000	\$ 2,670,201	108.8%	\$ 3,128,577	127.4%
REQUIREMENTS										
Purchased Services	\$ 425,000	\$ 17,758	4.2%	\$ 42,920	10.1%	\$ -	\$ 2,700	#DIV/0!	\$ 2,700	#DIV/0!
Capital Outlay	1,722,000	113,258	6.6%	172,967	10.0%	2,455,000	-	0.0%	2,452,300	99.9%
TOTAL REQUIREMENTS	\$ 2,147,000	\$ 131,016	6.1%	\$ 215,887	10.1%	\$ 2,455,000	\$ 2,700	0.1%	\$ 2,455,000	100.0%
ENDING FUND BALANCE	\$ -	\$ 1,471,361		\$ 2,651,077		\$ -	\$ 2,667,501		\$ 673,577	

Notes:

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and SB 1149 energy fees for projects undertaken with funds that are restricted or committed for facilities related purposes.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Grants Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 51,444	\$ -	0.0%	\$ -	0.0%	\$ 29,040	\$ -	0.0%	\$ 29,040	100.0%
Intermediate Sources	200,281	3,387	1.7%	41,590	20.8%	112,635	568	0.5%	112,635	100.0%
State Sources	4,621,538	100,103	2.2%	2,384,597	51.6%	1,154,661	1,322,258	114.5%	1,154,661	100.0%
Federal Sources	4,232,123	259,289	6.1%	2,787,977	65.9%	5,789,135	279,470	4.8%	5,789,135	100.0%
Total Operating Revenues	\$ 9,105,386	\$ 362,779	4.0%	\$ 5,214,164	57.3%	\$ 7,085,471	\$ 1,602,296	22.6%	\$ 7,085,471	100.0%
Beginning Fund Balance	\$ 50,000	\$ -	0.0%	\$ -	0.0%	\$ -	\$ -	0.0%	\$ -	0.0%
TOTAL RESOURCES	\$ 9,155,386	\$ 362,779	4.0%	\$ 5,214,164	57.0%	\$ 7,085,471	\$ 1,602,296	22.6%	\$ 7,085,471	100.0%
REQUIREMENTS										
Salaries	\$ 2,306,845	\$ 184,638	8.0%	\$ 1,877,048	81.4%	\$ 1,934,036	\$ 181,356	9.4%	\$ 1,934,036	100.0%
Associated Payroll Costs	1,267,601	98,325	7.8%	1,184,325	93.4%	1,399,434	105,601	7.5%	1,399,434	100.0%
Purchased Services	1,200,740	73,548	6.1%	1,190,832	99.2%	1,556,517	99,167	6.4%	1,556,517	100.0%
Supplies and Services	2,069,189	5,102	0.2%	306,176	14.8%	514,873	360	0.1%	514,873	100.0%
Capital Outlay	2,111,116	-	0.0%	494,085	23.4%	1,431,433	1,215,812	84.9%	1,431,433	100.0%
Other Objects	199,895	1,166	0.6%	161,698	80.9%	249,179	-	0.0%	249,179	100.0%
TOTAL REQUIREMENTS	\$ 9,155,386	\$ 362,779	4.0%	\$ 5,214,164	57.0%	\$ 7,085,471	\$ 1,602,296	22.6%	\$ 7,085,471	100.0%
ENDING FUND BALANCE	\$ -	\$ -		\$ -		\$ -	\$ -		\$ -	

Notes:

The district has approximately 40 grant awards from federal, state, and private sources estimated at \$5.5 million. The larger awards typically span a multiple year time period.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Student Body Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 1,070,000	\$ 223,897	20.9%	\$ 1,104,515	103.2%	\$ 1,000,000	\$ 235,508	23.6%	\$ 1,000,000	100.0%
Total Operating Revenues	\$ 1,070,000	\$ 223,897	20.9%	\$ 1,104,515	103.2%	\$ 1,000,000	\$ 235,508	23.6%	\$ 1,000,000	100.0%
Beginning Fund Balance	\$ 350,000	\$ 578,531	165.3%	\$ 578,531	165.3%	\$ 400,000	\$ 463,889	116.0%	\$ 463,889	116.0%
TOTAL RESOURCES	\$ 1,420,000	\$ 802,429	56.5%	\$ 1,683,046	118.5%	\$ 1,400,000	\$ 699,397	50.0%	\$ 1,463,889	104.6%
REQUIREMENTS										
Salaries	\$ 189,702	\$ 10,410	5.5%	\$ 123,903	65.3%	\$ 90,000	\$ 8,363	9.3%	\$ 90,000	100.0%
Associated Payroll Costs	58,182	2,382	4.1%	23,083	39.7%	32,042	1,434	4.5%	32,042	100.0%
Purchased Services	587,211	59,195	10.1%	446,514	76.0%	586,000	53,548	9.1%	439,500	75.0%
Supplies and Materials	484,905	79,407	16.4%	463,803	95.6%	546,958	57,560	10.5%	492,262	90.0%
Capital Outlay	-	-	#DIV/0!	537	#DIV/0!	-	-	-	-	-
Other Objects	100,000	494	0.5%	161,318	161.3%	145,000	3,410	2.4%	145,000	100.0%
TOTAL REQUIREMENTS	\$ 1,420,000	\$ 151,888	10.7%	\$ 1,219,158	85.9%	\$ 1,400,000	\$ 124,316	8.9%	\$ 1,198,804	85.6%
ENDING FUND BALANCE	\$ -	\$ 650,541		\$ 463,889		\$ -	\$ 575,081		\$ 265,085	

Notes:
The district acts as an agent on behalf of student groups who have raised money for activities and participation fees. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Designated Revenue Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 1,145,000	\$ 49,436	4.3%	\$ 1,347,276	117.7%	\$ 1,040,000	\$ 60,185	5.8%	\$ 1,040,000	100.0%
Total Operating Revenues	\$ 1,145,000	\$ 49,436	4.3%	\$ 1,347,276	117.7%	\$ 1,040,000	\$ 60,185	5.8%	\$ 1,040,000	100.0%
Beginning Fund Balance	\$ 414,707	\$ 840,852	202.8%	\$ 840,852	202.8%	\$ 745,835	\$ 916,684	122.9%	\$ 916,684	122.9%
TOTAL RESOURCES	\$ 1,559,707	\$ 890,289	57.1%	\$ 2,188,128	140.3%	\$ 1,785,835	\$ 976,870	54.7%	\$ 1,956,684	109.6%
REQUIREMENTS										
Salaries	\$ 327,525	\$ 53,024	16.2%	\$ 311,377	95.1%	\$ 476,550	\$ 93,402	19.6%	\$ 476,550	100.0%
Associated Payroll Costs	138,136	14,321	10.4%	127,477	92.3%	277,594	31,938	11.5%	277,594	100.0%
Purchased Services	628,494	21,399	3.4%	589,333	93.8%	552,000	33,870	6.1%	552,000	100.0%
Supplies and Materials	445,552	56,227	12.6%	214,384	48.1%	449,691	65,262	14.5%	247,330	55.0%
Capital Outlay	20,000	-	0.0%	23,330	116.7%	30,000	-	0.0%	30,000	100.0%
Other Objects	-	900	#DIV/0!	5,542	#DIV/0!	-	-	-	-	-
TOTAL REQUIREMENTS	\$ 1,559,707	\$ 145,871	9.4%	\$ 1,271,444	81.5%	\$ 1,785,835	\$ 224,472	12.6%	\$ 1,583,474	88.7%
ENDING FUND BALANCE	\$ -	\$ 744,418		\$ 916,684		\$ -	\$ 752,397		\$ 373,210	

Notes:

Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Debt Service Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 12,549,378	\$ 312,619	2.5%	12,943,176	103.1%	\$ 12,667,566	\$ 20,020	0.2%	12,639,556	99.8%
Total Operating Revenues	\$ 12,549,378	\$ 312,619	2.5%	\$ 12,943,176	103.1%	\$ 12,667,566	\$ 20,020	0.2%	\$ 12,639,556	99.8%
Beginning Fund Balance	\$ 331,685	\$ 439,878	132.6%	\$ 439,878	132.6%	\$ 512,510	\$ 988,248	192.8%	\$ 988,248	192.8%
TOTAL RESOURCES	\$ 12,881,063	\$ 752,497	5.8%	\$ 13,383,053	103.9%	\$ 13,180,076	\$ 1,008,268	7.6%	\$ 13,627,804	103.4%
REQUIREMENTS										
Other Objects	\$ 12,555,250	\$ -	0.0%	\$ 12,394,805	98.7%	\$ 12,858,250	\$ -	0.0%	\$ 12,858,250	100.0%
Total Operating Expenditures	\$ 12,555,250	\$ -	0.0%	\$ 12,394,805	98.7%	\$ 12,858,250	\$ -	0.0%	\$ 12,858,250	0.0%
Contingency	\$ 325,813	\$ -		\$ -		\$ 321,826	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 12,881,063	\$ -		\$ 12,394,805		\$ 13,180,076	\$ -		\$ 12,858,250	
ENDING FUND BALANCE	\$ -	\$ 752,497		\$ 988,248		\$ -	\$ 1,008,268		\$ 769,554	

Notes:
The Debt Service Fund is used to account for the servicing of general obligation long -term debt. This fund is used for the collection of property taxes for voter approved bond levies to pay the associated scheduled debt service.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2017 and 2018 Respectively (Unaudited)

PERS Bond Debt Service Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 2,154,112	\$ 267,342	12.4%	\$ 2,162,272	100.4%	\$ 2,365,620	\$ 293,412	12.4%	\$ 2,320,055	98.1%
Total Operating Revenues	\$ 2,154,112	\$ 267,342	12.4%	\$ 2,162,272	100.4%	\$ 2,365,620	\$ 293,412	12.4%	\$ 2,320,055	98.1%
Beginning Fund Balance	\$ 235,722	\$ 213,657	90.6%	\$ 213,657	90.6%	\$ 118,743	\$ 89,096	75.0%	\$ 89,096	75.0%
TOTAL RESOURCES	\$ 2,389,834	\$ 480,999	20.1%	\$ 2,375,929	99.4%	\$ 2,484,363	\$ 382,507	15.4%	\$ 2,409,151	97.0%
REQUIREMENTS										
Other Objects	\$ 2,286,833	\$ -	0.0%	\$ 2,286,833	100.0%	\$ 2,406,833	\$ -	0.0%	\$ 2,406,833	100.0%
Total Operating Expenditures	\$ 2,286,833	\$ -	0.0%	\$ 2,286,833	100.0%	\$ 2,406,833	\$ -	0.0%	\$ 2,406,833	0.0%
Contingency	\$ 103,001	\$ -		\$ -		\$ 77,530	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 2,389,834	\$ -		\$ 2,286,833		\$ 2,484,363	\$ -		\$ 2,406,833	
ENDING FUND BALANCE	\$ -	\$ 480,999		\$ 89,096		\$ -	\$ 382,507		\$ 2,318	

Notes:

The PERS Bond Debt Service Fund is used to repay the debt service resulting from the issuance of bonds in 2002 and 2005 to reduce the district's PERS unfunded liability to aid in reducing long term costs. Revenue is provided by assessing a percentage against employee salaries from all district funds.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Capital Projects Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 2,083,075	\$ 66,774	3.2%	\$ 5,258,879	252.5%	\$ 2,200,000	\$ 997,225	45.3%	\$ 2,200,000	100.0%
Other Financing Sources	199,916,925	188,698,545	94.4%	188,698,545	94.4%	-	-	0.0%	-	0.0%
Total Operating Revenues	\$ 202,000,000	\$ 188,765,319	0.0%	\$ 193,957,424	96.0%	\$ 2,200,000	\$ 997,225	45.3%	\$ 2,200,000	100.0%
Beginning Fund Balance	\$ -	\$ -	0.0%	\$ -	0.0%	\$ 189,917,879	\$ 187,262,946	0.0%	\$ 187,262,946	0.0%
TOTAL RESOURCES	\$ 202,000,000	\$ 188,765,319	93.4%	\$ 193,957,424	96.0%	\$ 192,117,879	\$ 188,260,171	98.0%	\$ 189,462,946	98.6%
REQUIREMENTS										
Salaries	\$ -	\$ 26,968	0.0%	\$ 144,201	0.0%	\$ 166,782	\$ 87,644	52.6%	\$ 166,782	100.0%
Associated Payroll Costs	-	12,072	0.0%	61,864	0.0%	71,344	33,022	46.3%	71,344	100.0%
Purchased Services	66,000,000	1,176,507	1.8%	5,491,732	8.3%	7,000,000	526,347	7.5%	7,000,000	100.0%
Supplies and Services	-	670	0.0%	7,558	0.0%	10,000	474	4.7%	10,000	100.0%
Capital Outlay	133,500,000	477,776	0.4%	989,122	0.7%	154,869,753	1,907,566	1.2%	30,973,951	20.0%
Total Operating Expenditures	\$ 199,500,000	\$ 1,693,993	0.8%	\$ 6,694,478	3.4%	\$ 162,117,879	\$ 2,555,052	1.58%	\$ 38,222,077	23.6%
Contingency	\$ 2,500,000	\$ -		\$ -		\$ 30,000,000	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 202,000,000	\$ 1,693,993		\$ 6,694,478		\$ 192,117,879	\$ 2,555,052		\$ 38,222,077	
ENDING FUND BALANCE	\$ -	\$ 187,071,326		\$ 187,262,946		\$ -	\$ 185,705,119		\$ 151,240,870	

Notes:
The Capital Projects Fund accounts for activities related to acquisition, construction, and equipping of facilities. Principal revenue sources are proceeds from the sale of bonds and interest earnings. On May 15, 2018 voters approved a \$200 million bond measure to provide funds for repairs, constructions and improvement over a projected 20-year period.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2018 and 2019 Respectively (Unaudited)

Insurance Fund

	FY 2018-19					FY 2019-20				
	Amended Budget	Actuals thru 9/30/2018	% of Budget	Actuals thru 6/30/2019	% of Budget	Adopted Budget	Actuals thru 9/30/2019	% of Budget	Projected thru 6/30/2020	% of Budget
RESOURCES										
Local Sources	\$ 12,963,000	\$ 2,146,246	16.6%	\$ 13,837,863	106.7%	\$ 14,078,000	\$ 2,261,972	16.1%	\$ 14,078,000	100.0%
Total Operating Revenues	\$ 12,963,000	\$ 2,146,246	16.6%	\$ 13,837,863	106.7%	\$ 14,078,000	\$ 2,261,972	16.1%	\$ 14,078,000	100.0%
Beginning Fund Balance	\$ 2,350,000	\$ 6,046,380	257.3%	\$ 6,046,380	257.3%	\$ 5,765,000	\$ 6,635,130	115.1%	\$ 6,635,130	115.1%
TOTAL RESOURCES	\$ 15,313,000	\$ 8,192,626	53.5%	\$ 19,884,243	129.9%	\$ 19,843,000	\$ 8,897,102	44.8%	\$ 20,713,130	104.4%
REQUIREMENTS										
Salaries	\$ 94,676	\$ 36,938	39.0%	\$ 254,756	269.1%	\$ 257,442	\$ 44,114	17.1%	\$ 257,442	100.0%
Associated Payroll Costs	47,955	16,536	34.5%	123,995	258.6%	108,554	25,325	23.3%	108,554	100.0%
Purchased Services	243,100	88,484	36.4%	214,854	88.4%	247,100	92,630	37.5%	247,100	100.0%
Supplies and Materials	28,800	5,835	20.3%	18,433	64.0%	28,800	5,922	20.6%	28,800	100.0%
Capital Outlay	10,000	-	0.0%	-	0.0%	10,000	-	0.0%	10,000	100.0%
Other Objects	14,888,469	1,577,941	10.6%	12,637,076	84.9%	15,191,104	1,530,296	10.1%	15,191,104	100.0%
Total Operating Expenditures	\$ 15,313,000	\$ 1,725,734	11.3%	\$ 13,249,114	86.5%	\$ 15,843,000	\$ 1,698,287	10.72%	\$ 15,843,000	100.0%
Contingency	\$ -	\$ -		\$ -		\$ 4,000,000	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 15,313,000	\$ 1,725,734		\$ 13,249,114		\$ 19,843,000	\$ 1,698,287		\$ 15,843,000	
ENDING FUND BALANCE	\$ -	\$ 6,466,892		\$ 6,635,130		\$ -	\$ 7,198,815		\$ 4,870,130	

Notes:

Corvallis School District 509J
Schedule of Investments
September 30, 2019

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	08/07/18	10/15/19	435	2.371%	\$98.40	8,500,000
	08/07/18	11/30/19	481	2.396%	\$99.17	9,650,000
	08/07/18	12/15/19	496	2.424%	\$98.61	9,650,000
	08/07/18	01/15/20	527	2.445%	\$98.50	10,450,000
	08/07/18	06/15/20	679	2.512%	\$98.18	6,780,000
	08/07/18	07/15/20	709	2.531%	\$98.06	6,780,000
	08/07/18	08/15/20	740	2.546%	\$97.95	6,780,000
	08/07/18	10/15/20	801	2.559%	\$98.02	5,870,000
	08/07/18	11/15/20	832	2.570%	\$98.20	6,530,000
	08/07/18	01/15/21	893	2.584%	\$98.63	6,530,000
	08/07/18	05/15/21	1,013	2.605%	\$100.05	4,750,000
	08/07/18	07/15/21	1,074	2.624%	\$100.00	4,750,000
	12/17/18	08/15/21	948	2.670%	\$100.20	6,000,000
US Government-Sponsored Enterprises (Total):						
	08/07/18	02/11/20	554	2.494%	\$99.46	6,300,000
	08/07/18	03/30/20	602	2.504%	\$99.79	6,780,000
	08/07/18	04/23/20	626	2.528%	\$99.95	6,780,000
	08/07/18	05/28/20	661	2.536%	\$100.16	6,780,000
	08/07/18	09/28/20	784	2.550%	\$97.57	6,780,000
	08/07/18	12/28/20	875	2.587%	\$98.36	6,530,000
	08/07/18	02/15/21	924	2.647%	\$102.98	1,200,000
	08/07/18	03/12/21	949	2.646%	\$97.77	4,750,000
	08/07/18	04/19/21	987	2.682%	\$99.92	4,750,000
	08/07/18	06/11/21	1,040	2.665%	\$102.61	4,750,000
	09/21/18	01/17/20	463	2.505%	\$98.70	2,000,000
	09/21/18	02/28/20	505	2.520%	\$98.57	2,000,000
	09/21/18	03/13/20	519	2.552%	\$99.38	2,000,000
	10/15/18	02/11/20	488	2.125%	\$99.26	2,000,000
	10/15/18	03/30/20	536	2.375%	\$99.50	2,000,000
	10/15/18	04/15/20	552	2.850%	\$100.15	2,000,000
	11/19/18	04/20/20	521	1.375%	\$98.16	2,000,000
	11/19/18	05/05/20	536	2.760%	\$100.04	4,000,000
	12/03/18	05/28/20	545	2.675%	\$99.93	2,000,000
	01/15/19	09/10/21	974	2.500%	\$101.27	6,000,000
Total Investments outside of Local Government Investment Pool:						\$ 174,420,000
<u>Local Government Investment Pool:</u>				<u>Average Annualized Rate</u>		
General Account				2.45%		\$ 14,975,935
Debt Service Account				2.45%		808
<u>Debt Service Account - GO 2018 Bond Series</u>				2.45%		<u>22,186,825</u>

Subtotal LGIP ¹		\$ 37,163,568
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>		
Pension Bond Debt Service Account: ²	2.45%	\$ 669,958
Total Investments		\$ 212,253,526

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$50,400,000
2. The Pension Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	43.8%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	38.4%
State of Oregon Local Investment Pool	100.0%	17.8%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%
 Benchmarks as of 9/30/19:		
3 Month U.S. Treasury Yield Curve Rate	1.88%	
3 Month Jumbo Certificate of Deposit Rate	2.20%	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of September 1 - September 30, 2019

Vendor by Fund and Object	Check Total
100 - General Fund	
Certified (Extra Duty, Adtl Salary)	
EDUSTAFF	1,274.33
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	76,285.00
Computer Software	
APPLE INC	1,500.00
CAMBIUM LEARNING INC	9,790.00
CTL CORPORATION	16,171.00
INCIDENT IQ, LLC	1,978.33
LOOK FOR THE GOOD PROJECT INC	2,200.00
MCGRAW-HILL EDUCATION HOLDINGS LLC	4,025.00
RENAISSANCE	3,750.00
RENAISSANCE LEARNING, INC	62,916.99
SCHOLASTIC LIBRARY PUBLISHING	5,016.00
STONEWARE, INC	1,064.00
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	27,761.71
APPLE INC	3,498.25
BARK PLACE	1,118.00
CUSTOMINK	1,446.87
DECKER INC	2,700.67
DELICIAS VALLEY CAFE	1,000.00
FORESTRY SUPPLIERS INC	1,916.04
FRED MEYER CUSTOMER CHARGES	1,237.74
HOME DEPOT CREDIT SERVICES	4,159.70
JW PEPPER & SON INC	1,087.72
KING OFFICE EQUIPMENT INC	1,196.95
LOCHMEAD DAIRY	1,509.60
LOGITECH CREDIT CARD CHARGE	1,749.40
OFFICE DEPOT, INC	41,658.49
PART WORKS INC	1,656.77
PLASTICS FOR LIGHTING INC	5,369.66
RUGH ELECTRIC MOTOR SERVICE	1,480.00
SCHOOL OUTFITTERS	1,170.87
SCHOOL SPECIALTY	26,124.86
SPORTAFENCE	6,552.50
TREMCO INC	2,616.83
WAXIE SANITARY SUPPLY	2,927.33
Electricity	
CONSUMERS POWER INC	11,548.07
PACIFIC POWER	34,098.23

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1 - September 30, 2019

Vendor by Fund and Object	Check Total
Equipment \$5,000 and greater	
BENTON COUNTY	30,113.00
CERTIFIED SYSTEMS INC	3,000.00
Equipment-like items \$1,000 - \$4,999	
ELECTRO MEDICAL EQUIPMENT	1,745.00
NORTHWEST COMPRESSOR	5,878.80
Fuel	
BENTON COUNTY	2,189.82
BENTON COUNTY PUBLIC WORKS	2,778.20
NW NATURAL	2,486.20
Garbage	
REPUBLIC SERVICES	6,828.93
Instructional, Professional and Technical Service	
CORVALLIS YOUTH SYMPHONY ASSOCIATION	8,500.00
Legal Services	
HUNGERFORD LAW FIRM LLP	5,152.50
Library Books	
AMAZON.COM CREDIT SERVICES	1,104.49
PERMA-BOUND	3,312.70
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	8,618.35
Other Employee Benefits	
Bland, Darren M	1,384.00
McFarland, Natalie N	1,106.00
Noss, Ryan	3,550.00
Other Non-instructional Professional and Technical	
ABIDE WEB DESIGN	1,545.00
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	3,520.00
FLO ANALYTICS	11,047.89
MAXIM STAFFING SOLUTIONS	4,788.00
Siegel, Lua J	3,212.50
Other Professional Services - Certified Subs	
EDUSTAFF	43,445.23
Other Professional Services - Classified Subs	
EDUSTAFF	32,279.08
Periodicals	
SCHOLASTIC	2,213.27
Postage	
GARTEN SERVICES, INC	1,464.31
Printing and Binding	
CORVALLIS COPY	3,920.67
FRANKLIN PRESS	1,854.95

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of September 1 - September 30, 2019

Vendor by Fund and Object	Check Total
OFFICE DEPOT, INC	1,090.92
Redemption of Principal	
APPLE INC C/O APPLE FINANCIAL SERVICES	235,173.09
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	10,554.89
Repairs and Maintenance Services	
AMERICAN LANDSCAPE & IRRIGATION INC	1,680.00
ANALYTICAL LABORATORY GROUP	4,140.00
BENTON COUNTY PUBLIC WORKS	5,710.73
BOILER & COMBUSTION SERVICE INC	21,830.27
CAMPBELL CONSTRUCTION NW	9,981.00
CHRISTENSON ELECTRIC INC	24,421.20
DAIKIN APPLIED	5,217.00
HARVEY & PRICE MECHANICAL CONTRACTORS	7,538.75
LANE FOREST PRODUCTS	17,955.00
OMLID & SWINNEY	2,730.00
REED'S PAINTING, INC	2,400.00
SOURCE REFRIGERATION & HVAC	21,822.99
TIM BREWER TREE & STUMP SERVICE INC	2,980.00
Textbooks	
CENTER FOR THE COLLABORATIVE CLASSROOM	15,097.28
COLLEGE BOARD - SAT	7,705.37
GREAT MINDS LLC	13,849.95
VISTA HIGHER LEARNING	16,679.16
Travel, Out of District	
BE NOURISHED	3,160.00
COSA	5,281.00
GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J	4,080.00
MARINE DISCOVERY TOURS	1,428.00
PACIFIC EDUCATIONAL GROUP INC	13,140.00
WILLAMETTE UNIVERSITY	1,425.00
YOUR INFINITE LIFE TRAINING & COACHING	2,396.00
Water and Sewage	
CITY OF CORVALLIS	40,735.52
100 - General Fund Total	1,068,798.92
203 - Food Service Fund	
Food - Food Service Only	
LOCHMEAD DAIRY	5,357.78
RIVERWOOD ORCHARD AND FARM	2,201.25
Inventories	
FOOD SERVICE OF AMERICA	25,436.14
NORTHWEST DISTRIBUTION SERVICES	4,512.71

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1 - September 30, 2019

Vendor by Fund and Object	Check Total
203 - Food Service Fund	Total
	37,507.88
204 - District Donation Fund	
Consumable Supplies and Materials	
EASTBAY	2,384.50
LIFETOUCH	1,500.00
204 - District Donation Fund Total	3,884.50
296 - Grants Fund	
Architect/Engineer Services	
DLR GROUP	25,600.83
Buildings Acquisition	
FORTIS CONSTRUCTION	1,096,353.59
Equipment \$5,000 and greater	
SAXTON BRADLEY	67,105.00
Other Professional Services - Certified Subs	
EDUSTAFF	1,281.58
Travel, Out of District	
ATDLE	1,845.00
Herbert, Misty A	1,464.68
NELSON, JOHN W	1,206.03
296 - Grants Fund Total	1,194,856.71
297 - Student Body Funds	
Consumable Supplies and Materials	
ARMORZONE ATHLETICS	3,405.00
BSN SPORTS	3,411.16
CUSTOMINK	1,999.99
DEHEN CHEER & DANCE	1,786.65
EASTBAY	9,405.83
FRED MEYER CUSTOMER CHARGES	1,027.68
MEDCO COMPANY	4,225.26
NFINITY ATHLETIC CORP	1,079.91
NO DINX INC	4,073.85
SHIRT CIRCUIT	2,581.20
TWIN VISION ACTIVEWEAR	1,250.00
VARSITY FASHIONS	4,816.20
Dues and Fees	
MID WILLAMETTE CONFERENCE	3,000.00
Other Non-instructional Professional and Technical	
MID-VALLEY SOCCER REFEREES ASSN	11,853.25
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	2,960.82
MID-WESTERN FOOTBALL OFFICIALS ASSN	4,080.00
NATALIE STAGER CHEERLEADING CHOREOGRAPHY	1,115.90
OREGON SPORTSBEAT	1,000.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1 - September 30, 2019

Vendor by Fund and Object	Check Total
Printing and Binding	
LIFETOUCH	2,248.67
Travel, Student Out of District	
OREGON SCHOOL ACTIVITIES ASSOCIATION	2,940.00
OREGON STATE UNIVERSITY MOTOR POOL	1,136.50
PISIAS, NICKLAS	1,500.00



Corvallis

SCHOOL DISTRICT

VIII.C. Bond Report



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: November 14, 2019

Bond Program Update

For Information

Background

Wenaha Group provides project management services for the Facilities Improvement Bond approved by voters in May 2018. Wenaha Group's project managers will prepare a monthly report to communicate status and progress on bond projects. The report will be included in a board packet each month, published on the district website, and shared with key communicators.

Direct questions regarding bond projects to kim.patten@corvallis.k12.or.us



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE NOVEMBER 14, 2019



GENERAL PROGRAM UPDATE

October was busy for the bond program team. Summer projects are almost completely done. Our project with a vertical presence is the softball facility upgrade at Corvallis High School, which is scheduled to complete in November. Construction projects end with the necessary close-out paperwork that includes warranties, operations and maintenance information and reconciliation of costs. Wenaha and district staff are working to ensure that all materials are in hand.

Ongoing design processes continue for Lincoln, Hoover, Garfield, CVHS and Cheldelin. The elementary projects are in the middle of the land use processes, with Planning Commission hearings scheduled for December. These projects are also on track for building permit submission in December. The secondary projects are also nearing completion, with sub bidding already underway for certain elements.

Most of these projects include critical early bid packages. These early packages are used to secure subcontractors in a timely manner, before they fill their capacity for work next summer. There is continued diligence in aligning budgets with estimates and designs.

Fortis Construction was selected to perform CM/GC services for Lincoln and Hoover Elementaries through an RFP process. Their expanded role in the bond program has already been embraced by bond managers and the design team.

New projects are launching at Jefferson, Adams and Wilson with the related planning for design and outreach. Principals and office managers attended a kick-off meeting led by DLR Group. Before starting any design process, it is important to make sure all parties are aligned on the bond promises and budgets. Design Advisory Committees (DAC) for these new projects are being planned.

CONTACT INFORMATION

For questions, comments or additional information, please contact:

Dave Fishel
Project Principal
Wenaha Group
davef@wenahagroup.com



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE NOVEMBER 14, 2019



PROJECT PHOTO GALLERY



The Bond Oversight Committee kicked off Year 2 with a review of design progress!



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
NOVEMBER 14, 2019**

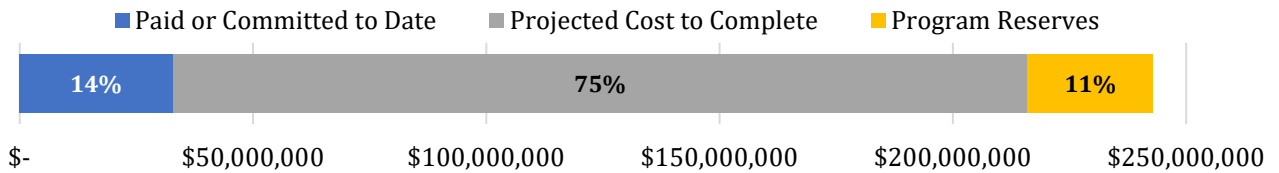


FINANCIAL SUMMARY AS OF SEPTEMBER 30, 2019

Voter Approved Issuance Authority	\$ 199,916,925	Paid to Date	\$ 9,249,530
Bond Sale Premium	28,699,499	Committed to Date	23,613,361
Bond Interest Earnings	6,243,604	Projected Cost to Complete	183,155,463
OSCIM Grant ¹	6,234,147	Total Projected Cost	216,018,354
Other Funding ²	1,823,616	Program Reserves	26,899,437
Total Resources	\$ 242,917,791	Total Requirements	\$ 242,917,791

¹ **Oregon School Capital Improvement Matching (OSCIM) Grant.** The district qualified to receive a matching grant through this state program. These funds are restricted to the Lincoln Elementary project.

² **Other Funding.** Additional grants and reimbursements are available from several sources including energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, and seismic rehabilitation grants. These funds are restricted to specific projects.





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
NOVEMBER 14, 2019**



BUDGET SUMMARY AS OF SEPTEMBER 30, 2019

	Original Estimate	Current Budget	OSCIM Grant or Other Funding	Projected Total Cost	Budget Variance	Paid or Committed
Adams	\$ 12,165,241	\$ 11,594,457	\$ -	\$ 11,594,457	\$ -	\$ 1,819,849
Garfield	21,435,804	20,431,066	4,484,416	24,915,482	-	2,005,016
Hoover	37,084,000	35,345,308	2,961,297	38,306,605	-	4,327,164
Jefferson	12,928,559	12,322,158	-	12,322,158	-	2,256,097
Lincoln	36,917,098	35,185,922	2,900,823	38,086,745	-	2,571,340
Mt View	9,341,711	8,904,029	-	8,904,029	-	758,164
Wilson	12,388,876	11,807,766	-	11,807,766	-	2,092,437
Franklin	9,335,022	8,897,336	-	8,897,336	-	601,454
Cheldelin	10,759,962	9,992,479	2,193,250	12,185,729	-	1,782,366
Linus Pauling	400,000	400,000	-	400,000	-	367,459
Corvallis High	8,375,406	7,982,711	-	7,982,711	-	2,757,892
Crescent Valley	17,025,447	16,226,898	3,561,643	19,788,541	-	3,888,046
Harding	11,759,799	11,208,697	-	11,208,697	-	379,904
Program Administration	<i>included in estimates above</i>	9,618,098	-	9,618,098	-	7,255,703
TOTAL	\$ 199,916,925	\$ 199,916,925	\$ 16,101,429	\$ 216,018,354	\$ -	\$ 32,862,891



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



ADAMS ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add five (5) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, replace emergency communication systems, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	10%	
Construction	April 2021	Dec 2021	0%	

CURRENT ACTIVITIES

- Fall 2019 ongoing activities at Adams include: DLR preparing to initiate the design processes of the next phase of work still scheduled for spring of 2021. District staff and Wenaha are working on a plan for community and staff involvement. Design Advisory Committee members are being sought.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Wilson. There will be shared design efforts, as well as site-specific work.
- Core Team meetings kicked off November 1st. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the initial design concepts for the addition and renovation.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY



Adams team reviewing and discussing the addition and renovation plans for the first time



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



**CHELDELIN MIDDLE SCHOOL
MAJOR RENOVATION**

**Project Manager: Wenaha Group
Architect: Pivot Architecture
Track Contractor: Field Turf USA
CM/GC Contractor: Gerding Builders**

PROJECT DESCRIPTION

Resurface existing track: Scope also includes enlarging the high jump area to accommodate two jumping areas and improving drainage around the long jump area.

Renovation: Renovate classroom to create a STEM lab, renovate library/media center, improve ADA accessibility, install elevator to upper gym for ADA access, renovate cafeteria, renovate restrooms, replace kitchen flooring, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve seismic safety, replace wooden bleachers in the gym.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	June 2019	100%	
Design & Permitting	May 2019	March 2020	60%	
Construction	June 2020	Oct 2021	10%	

CURRENT ACTIVITIES

- Wenaha Group is engaging a Move Consultant to coordinate move logistics. This is intended to help relieve staff concerns about moving classrooms and to ensure smooth transitions.
- Work on the track is complete.
- Pivot Architecture continues regular meetings with the Site Team to work on the design and construction phasing.
- Gerding Builders has completed the schematic design cost estimate. The team is working to refine the designs to work within the original funds and the allocated Cheldelin bond reserve.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The design team will work through the fall and winter.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



- Testing is taking place over the fall to gather more data on the condition of the existing building to better inform the requirements of planned seismic improvements.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Providing ADA access to the second floor gymnasium is proving to be very complicated and costly. The team is exploring viable options.
- School staff has been highly engaged throughout the summer working on ways to maintain the bond promise scope while reducing the overall cost.

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



**CORVALLIS HIGH SCHOOL
MAJOR RENOVATION**

**Project Manager: Wenaha Group
Architect: Pivot Architecture
CM/GC Contractor: Gerding Builders**

PROJECT DESCRIPTION

Expand covered outdoor learning area for career technical education, renovate classroom spaces for career and technical education, improve softball facilities, including restroom and concessions, install ADA door openers, install covered walkway to applied technology buildings, replace artificial turf field, replace hallway carpet, replace roof on main building & greenhouse roof, resurface track, enhance video surveillance system, increase restroom connections to emergency generator, toilets & faucets, replace field lighting at Taylor Field.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Jan 2020	10%	Initial CTE Planning
Design & Permitting	Feb 2020	March 2021	25%	
Major Construction	June 2021	March 2022	10%	

CURRENT ACTIVITIES

- Design work is nearly complete for the roof replacement project that will bid in the late fall for work taking place in summer of 2020.
- Construction activities for the improvements to the varsity softball field are underway. This work will be complete in November.
- Track resurfacing is complete.
- Taylor Field light replacement is complete.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- N/A

HIGHLIGHTS

- Summer projects have been completed on time and on budget.

CHALLENGES AND SOLUTIONS

- N/A





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
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PROJECT PHOTO GALLERY



CHS Softball dugouts



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



**CRESCENT VALLEY HIGH SCHOOL
MAJOR RENOVATION**

**Project Manager: Wenaha Group
Architect: Pivot Architecture
CM/GC Contractor: Gerding Builders**

PROJECT DESCRIPTION

Expand covered outdoor learning area for career technical education, renovate and expand classroom spaces for career and technical education, install a new artificial turf field, improve ADA accessibility, install elevator in gym building and replace main ramp for ADA access, refurbish, repair, and weatherize building exterior, Replace fire suppression system in kitchen, resurface bus drop-off/pick-up lane, resurface track, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance video surveillance system, improve seismic safety, increase power connections to generator circuit, replace access control system, and replace emergency communication systems.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	Feb 2020	75%	
Construction	June 2020	Aug 2021?	10%	

CURRENT ACTIVITIES

- Wenaha Group is engaging a Move Consultant to coordinate move logistics. This is intended to help relieve staff concerns about moving classrooms and to ensure smooth transitions.
- The boiler replacement project is complete and operational.
- The work on the athletic fields is complete and the school is using the new facilities.
- The design development phase is complete and Pivot Architecture is working with CSD staff on the final design details through the end of this year.
- Pivot’s team is working on the design for the seismic improvements and they will apply for a \$2.5 million State Seismic Grant this winter. Testing took place over the summer to gather more data on the condition of the existing building. The structural design has continued to develop.
- The final Design Advisory Committee meeting was held in October.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Pivot will continue with development of the CD bid documents.





CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



- The construction team continues to work on site logistics and phasing plans with CVHS staff and CSD team.

HIGHLIGHTS

- The fall sports teams were able to use the new field at the end of their season!

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY



CVHS Football team playing on their new turf field

Photo credit: Andy Cripe Mid-Valley Media



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



FRANKLIN K-8
MAJOR REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Create collaborative/small group learning areas, renovate 2 classrooms to support middle school science instruction, improve ADA accessibility, install energy efficient lighting, renovate restrooms, replace exterior windows, flagpole, kitchen flooring, and roof, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating and plumbing systems, improve emergency and exterior lighting, improve seismic safety, repair sidewalks, replace emergency communication systems, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	Dec 2020	5%	
Design & Permitting	Jan 2021	Mar 2022	0	
Construction	June 2022	Dec 2022	0	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Upcoming hazardous material sampling and testing.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Removal of an existing underground fuel tank that is already decommissioned. This work will be incorporated into the project design.

PROJECT PHOTO GALLERY

- N/A





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



GARFIELD ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Addition of six (6) classrooms, create collaborative and small group learning areas, expand the library/media center, renovation of existing classroom spaces, add covered play shelter, improve ADA accessibility, renovate restrooms, repair concrete floor foundation, replace the kitchen flooring, upgrade finishes in shared spaces with floors, paint, and ceiling, secure front entry, office modifications, improve site circulation and parking, repair/replace sidewalk, seismic upgrades, and upgrades to mechanical, electrical, and plumbing.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Jan 2019	100%	
Design & Permitting	Jan 2019	Feb 2020	75%	
Construction	June 2020	Aug 2021	0%	

CURRENT ACTIVITIES

- The Land Use application has been submitted and is working its way through the City process. The Planning Commission hearing is scheduled for December 4, 2019.
- The project team is working hard on the details of the construction phasing and a logistics plan.
- Wenaha Group is engaging a Move Consultant to coordinate move logistics. This is intended to help relieve staff concerns about moving classrooms and to ensure smooth transitions.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The design team is working towards submitting the plans to the City for building permit by the end of the year.

HIGHLIGHTS

- Fortis held a contractor open house on November 1st. Approximately 40 different specialty contractors attended the presentation and site tours. Early procurement for critical subcontracting trades is underway.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



CHALLENGES AND SOLUTIONS

- We will be working in close coordination with school staff and neighbors to develop a construction phasing and logistics plan that minimizes disruption and keeps students, staff and neighbors safe.

PROJECT PHOTO GALLERY



Fortis Construction held a contractor outreach open house for the Garfield project



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



HARDING CENTER
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: Pivot Architecture
CM/GC Contractor: Gerding Builders

PROJECT DESCRIPTION

Adds multi-use cafeteria, renovate two (2) classrooms to support science construction, improve ADA accessibility, renovate locker rooms, replace cabinetry in classrooms, replace roof and gutter system, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve seismic safety in one story portion of the building, install access control system, replace emergency communication systems, replace fire monitoring system.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Feb 2019	100%	
Design & Permitting	Jan 2021	Dec 2021	0%	
Construction	Jan 2022	Oct 2022	0%	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Design efforts are paused at this point until a decision is made about whether or not to pursue improvements to the historic portion of the facility. This option will be explored later in the bond program when it is known if there will be funds available for this to be considered.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- The planned improvements at Harding will likely trigger significant site improvements required by the City that were not contemplated in the original bond budget. The total scope of the site improvements will not be known until we work through the land use approval process.

PROJECT PHOTO GALLERY

- N/A





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



**HOOVER ELEMENTARY SCHOOL
REPLACEMENT SCHOOL**

**Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction**

PROJECT DESCRIPTION

Construct new elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	80%	
Construction	Summer 2020	Winter 2022	0%	

CURRENT ACTIVITIES

- Fortis Construction was selected as the CM/GC contractor for Hoover Elementary. They will be reviewing the design documents and putting together an estimate to reconcile with the budget.
- Construction Documents (CD) phase is underway.
- Initial land use submission has been made and we are working on responses for the Planning staff. Planning Commission meeting targeted for mid-December.
- A Hoover Neighborhood meeting was held November 5th. Principal, Anna Marie Gosser, and Ward 8 City Councilor, Ed Junkins, showed designs and answered questions.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Construction Documents (CD's) phase.

HIGHLIGHTS

- Fortis Construction was selected as the CM/GC contractor for Hoover Elementary.

CHALLENGES AND SOLUTIONS

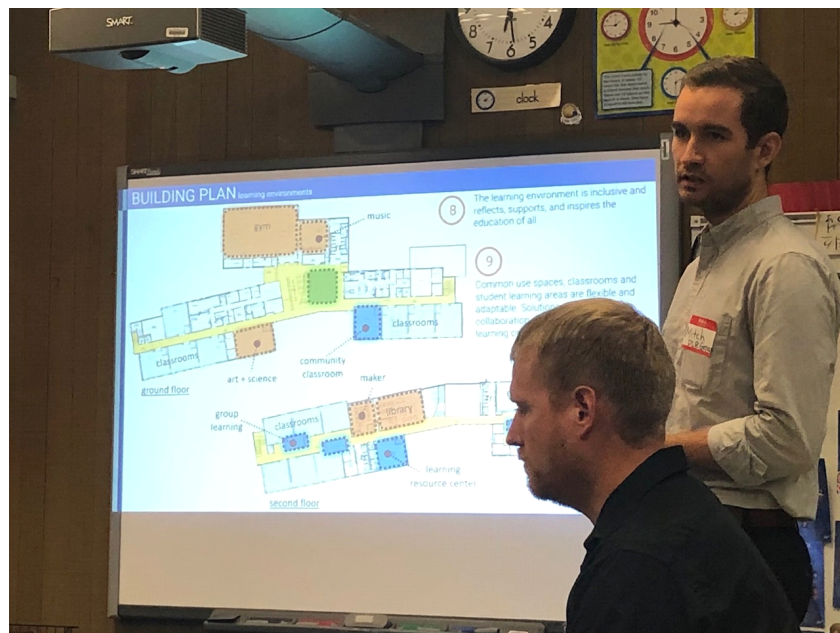
- Starting to work on phasing and logistics planning, including modulars, parking and parent drop-off. Fortis Construction will work with the district to ensure a safe project with minimal disruption to the educational experience.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



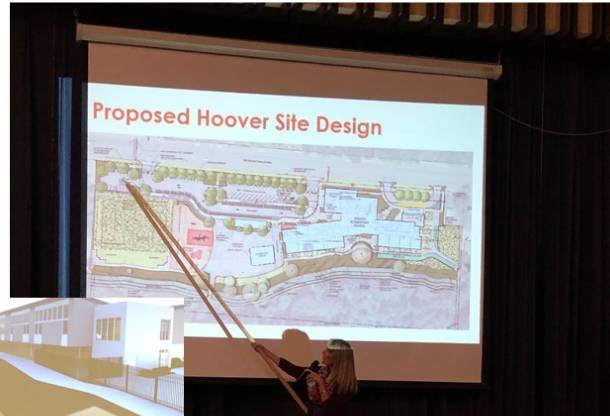
PROJECT PHOTO GALLERY



Hoover DAC#5 - Group review of designs



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



Hoover Neighborhood Meeting



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



JEFFERSON ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add six (6) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, add ADA accessible restrooms in Life Skills classrooms, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve site circulation and parking, replace emergency communication systems, replace sidewalk, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	10%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- Fall 2019 ongoing activities at Jefferson include: DLR initiating the design processes of the next phase of work still scheduled for spring of 2021. District staff and Wenaha are working on a plan for community and staff involvement. Design Advisory Committee members are being sought.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Wilson and Adams. There will be shared design efforts, as well as site-specific work.
- Core Team meetings kicked off November 1st. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the initial design concepts for the addition and renovation.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY



Jefferson team reviewing and discussing the addition and renovation plans for the first time



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



**LINCOLN ELEMENTARY SCHOOL
REPLACEMENT SCHOOL**

**Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction**

PROJECT DESCRIPTION

Construct new elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	80%	
Construction	Spring 2020	Fall 2021	0%	

CURRENT ACTIVITIES

- Fortis Construction was selected as the CM/GC contractor for Lincoln Elementary. They will be reviewing the design documents and putting together an estimate to reconcile with the budget.
- Construction Documents (CD) phase is underway.
- Initial land use submission has been made and we are working on responses for the Planning staff. Planning Commission meeting targeted for mid-December.
- The Benton County Health Clinic project continues in the design process with estimating underway.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The District is working with the City of Corvallis Parks & Recreation Department to establish a plan for relocating the tennis courts to a new location in South Corvallis.

HIGHLIGHTS

- Fortis Construction was selected as the CM/GC Contractor for Lincoln Elementary.

CHALLENGES AND SOLUTIONS

- Starting to work on phasing and logistics planning, including parking and parent drop-off. Fortis Construction will work with the district to ensure a safe project with minimal disruption to the educational experience.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



LINUS PAULING MIDDLE SCHOOL

RESURFACE TRACK

Project Manager: Wenaha Group

Architect: N.A.

Contractor: Field Turf USA

PROJECT DESCRIPTION

Resurface existing track. Additional scope includes enlarging the high jump area to accommodate two jumping areas, improving drainage around the long jump area, removing the pole vault pad and adding track surface to the javelin runway.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	N.A	N.A.	N.A.	
Design & Permitting	Jan 2019	March 2019	100%	
Construction	June 2019	Aug 2019	100%	

CURRENT ACTIVITIES

- All improvements to the track are 100% complete

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- NA

HIGHLIGHTS

- This project came in on budget.

CHALLENGES AND SOLUTIONS

- NA

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



MOUNTAIN VIEW ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add three (3) permanent classrooms, convert existing office to classroom space, create collaborative/small group learning areas, improve ADA accessibility, install energy efficient lighting, replace kitchen flooring, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting, improve seismic safety, improve site circulation and parking.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Dec 2018	Dec 2020	5%	
Design & Permitting	Jan 2021	Dec 2021	0%	
Construction	Apr 2022	Oct 2022	0%	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Upcoming hazardous material sampling and testing

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
November 14, 2019**



WILSON ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add three (3) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	10%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- Fall 2019 ongoing activities at Wilson include: DLR initiating the design processes of the next phase of work still scheduled for spring of 2021. District staff and Wenaha are working on a plan for community and staff involvement. Design Advisory Committee members are being sought.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Adams. There will be shared design efforts, as well as site-specific work.
- Core Team meetings kicked off November 1st. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the initial design concepts for the addition and renovation.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE November 14, 2019



CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY



Wilson team reviewing and discussing the addition and renovation plans for the first time



Corvallis
SCHOOL DISTRICT

VIII.D. Lincoln and Hoover Elementary Schools Construction Manager/General Contractor Selection Update



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: November 14, 2019

CM/GC Selection Lincoln & Hoover

For Information

Background

In May 2018 voters approved a Facilities Improvement Bond in the amount of \$199,916,925. Constructing replacement schools for Lincoln and Hoover Elementary was included in the bond promise.

On September 30, 2019 a Request for Proposal (RFP) was issued via public notice inviting prospective contractors to submit a written proposal for Construction Manager/General Contractor (CM/GC) services at Lincoln and/or Hoover Elementary schools. A mandatory pre-proposal meeting was held on October 8, 2019 and seven contractors attended. Proposals were due on October 16, 2019 and four contractors delivered proposals to the district. A selection committee, comprised of District staff, DLR Group and Wenaha Group reviewed the proposals on October 21, 2019 and decided to invite three contractors, Fortis Construction, Gerding Builders, and John Hyland Construction to participate in the CM/GC interviews. CM/GC interviews were held on October 30, 2019 and Fortis Construction was selected as the CM/GC contractor for both Lincoln and Hoover Elementary Schools. Board action is not required for this award.

Fortis Construction is engaged in the preparation of estimates of the work, review of the designs and are developing phasing and logistical plans. As the projects continue and subcontractor bids are received, Fortis Construction will prepare a Guaranteed Maximum Price (GMP) for each school. These GMP's will be brought to the Board for approval.



Corvallis

SCHOOL DISTRICT

IX. ADJOURNMENT (8:30 p.m.)*

*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