



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, February 28, 2019 6:30 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/UC9Jtp5dmilZl9kySBJbVQ?>
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, February 28, 2019
6:30 PM

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

Meeting Details: Thursday, February 28, 2019, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)
- II. EXECUTIVE SESSION – 4:45-6:15 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation. **Note: this is not part of the public meeting.**
- III. PLEDGE OF ALLEGIANCE
- IV. BOYS & GIRLS CLUB STUDENT PRESENTATION -- BULLYING PREVENTION (6:35 p.m. approx.)



Prepared for: Corvallis School Board
Prepared by: Keystone Leadership Club
Meeting Date: 2/28/2019

Shifting bullying – a student-led approach

NO ACTION REQUIRED

Funding: The teens were awarded a 2nd grant from Meyer Memorial Foundation after the successful completion of a project to improve relations between police officers and teens. They presented their recommendations to the City Council, with one being the addition of another school resource officer.

Background

The Keystone Leadership Club of the Boys & Girls Club will leverage the experience they gained in the previous grant year to address a different problem—identity bullying. They will build knowledge, tangible tools, and confidence that will empower them to raise awareness of bullying and drive change in their schools and among their peers. Teens define identity bullying as bullying over race, ethnicity, gender/gender expression, sexual identity, sexual orientation, religion, and disability.

Funding: The teens were awarded a 2nd grant from Meyer Memorial Foundation after the successful completion of a project to improve relations between police officers and teens. They presented their recommendations to the City Council, with one being the addition of another school resource officer.

Teens will:

- Survey peers to discover who has been bullied and why, and if they reported it
- Understand current bullying policy and practices at schools and district
- Connect with school equity teams
- Teens will participate in training to learn to cope with bullying and how to intervene
- Present recommendations to the school board based on findings

Survey Results (200 total surveys conducted)

- 100 said YES to being bullied in the past year
- 50.4% said teachers/school staff did know about bullying
- 45.5% said parents knew about bullying
- Top 3 areas where teens experienced bullying: School hallway, Classroom, Bus
- Teens experience the most bullying from peers
- 52.2% said the bullying was NOT resolved
- 56 students said they *have* considered suicide in the past year
- 13 students said suicidal thoughts/actions were a result of bullying

Why was it not resolved?

- Scared to talk about it
- Adults didn't take appropriate action

- Teachers who didn't know how to deal with the issues
- Teachers didn't take appropriate action
- The behavior specialist didn't care

How was it resolved?

- I had to tell my mom about it and she talked to the school principal, all my teachers and counselors.
- We talked it out and I asked why they were saying the things they said.
- Talking

What steps would you have liked to have seen the school take to resolve it?

- "Caring more"
- The school needs to be aware of what is causing the bullying and deal with that

What would you like to see done?

- Teachers confront the bully
- Become more aware of the issue, increase visibility
- "People" need to take action/do more

Recommended Action

Based on survey results, information from seminar and talking with high school staff, we suggest the following:

1. Hold an assembly at both high schools and present their findings to raise awareness on bullying
2. Implement an easily accessible anonymous online forum (Ex: Anonymous Alerts (app), form on CSD website) for teens to report bullying issues. This forum is owned by a Bullying Prevention Coordinating Committee made up of high school faculty and teens that have gone through specific bullying training (Ex: Olweus training) that can respond to and support teens experiencing bullying

Work with CSD

December 2018: Teen leadership group met with Superintendent Ryan Noss to present their findings from the survey and what they took away from the bullying seminar along with their 2 requests that they would like to make to the school board.

January 2019: Met with both high school principals, vice principals, school superintendent and two counselors from both high schools to present on findings from survey as well as talk about what teens planned to pitch to the school board. The teens asked for support from the school Principals to get the assemblies scheduled and the creation of an online forum to post



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V. BUDGET PARAMETERS (7:05 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Olivia Meyers Buch, Director of Finance and Operations

Meeting Date: February 28, 2019

Budget Parameters

ACTION REQUESTED

Background

The board has traditionally adopted a set of budget parameters each year prior to the development of the proposed budget. Budget parameters adopted by the board on February 1, 2018 are available via BoardBook [here](#).

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision makers will adhere to as they develop the budget, and can help counteract the tendency to induct short-term emotion into decisions that have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

The budget parameters presented for board adoption tonight are rooted in the [GFOA's Best Practices in School Budgeting](#) along with feedback received from board members during and after the February 7, 2019 board meeting. The terms "should" and "shall" are used throughout rather than the word "must" as budget parameters are general guidelines, not policy. Changes from the budget parameters adopted last year are noted below.

Budget Parameter as Adopted on 2/1/18	Recommendation for Adoption on 2/28/19	Notes
Goals for Student Achievement Should Drive the Budget Process Clear goals for student achievement should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.	Goals for Student Achievement Outcomes Should Drive the Budget Process Clear goals for student achievement outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.	<i>Change based on discussion during board meeting on 2/7/19</i>
Provide Every Student with Equitable Access and Opportunities The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality	Provide Every Student with Equitable Access and Opportunities The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality	<i>Change based on feedback from board member (LC)</i>

curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocations.	curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocations.	
Decisions Should Be Driven By Data Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should drive the decision-making process.	Decisions Should Be Driven Informed By Data Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should drive <u>inform</u> the decision-making process.	<i>Change based on discussion during board meeting on 2/7/19</i>
Prioritize the Core Program in All Schools Ensure there are sufficient resources for the core program, including core instruction and ongoing, comprehensive, and systemic professional development, as well as school-based instructional support for teachers and students. Furthermore, prioritize resources for supplementary strategies and interventions for students who do not perform within the expected parameters in the core program.	Prioritize the Core Program in All Schools Ensure there are sufficient resources for the core program, including core instruction and ongoing, comprehensive, and systemic professional development, as well as school-based instructional support for teachers and students. Furthermore, prioritize resources for supplementary strategies and interventions for students who do not perform within the expected parameters in the core program.	<i>This parameter is not specifically recommended by the best practices. Original inclusion was based on language adopted by Portland Public Schools. Not effective if causes confusion.</i>
Take a Long-Term Perspective The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies. Current requirements should not exceed current resources with a focus on long term financial sustainability, and reserve funds should be maintained at policy levels.	Take a Long-Term Perspective The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies. Current requirements should not exceed current resources with a focus on long term financial sustainability, and reserve funds should be maintained at policy levels.	<i>Language more appropriate in board policy. Was incorporated into policy DA (revised 10/11/18).</i>

Action Requested

Adopt the budget parameters as presented.

Attached

Corvallis School District Budget Parameters.

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented to the School Board for adoption on February 28, 2019

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision makers will adhere to as they develop the budget, and can help counteract the tendency to induct short-term emotion into decisions that have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

Goals for Student Outcomes Should Drive the Budget Process

Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Provide Every Student with Equitable Access and Opportunities

The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations.

(Excerpted from [Corvallis School District Policy JBB – Educational Equity](#))

Decisions Should Be Informed By Data

Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should inform the decision-making process.

Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate available resources optimally, in a way that will create the most benefit for students given the costs.

- **Prioritize strategies and programs with proven cost-effectiveness**
Strategies and programs that have proven to produce larger gains in student learning relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.
- **Make student-centered decisions**
Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and implement a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its student achievement goals – not just line items and broad expenditure categories.

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Adopted by the School Board on February 28, 2019

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision makers will adhere to as they develop the budget, and can help counteract the tendency to induct short-term emotion into decisions that have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

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Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate available resources optimally, in a way that will create the most benefit for students given the costs.

- **Prioritize strategies and programs with proven cost-effectiveness**
Strategies and programs that have proven to produce larger gains and close the opportunity gap in learning for all student groups relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.
- **Make student-centered decisions**
Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

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- VI. ADDITION OF A POSITION TO THE NON-REPRESENTED
EMPLOYEE SALARY SCHEDULE: DISTRICT LEVEL MENTAL HEALTH
THERAPIST MANAGER (7:20 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Sabrina Alexander, Special Education Coordinator
Meeting Date: February 28, 2019

Addition of a Position to the Non-Represented Employee Salary Schedule: District Level Mental Health Therapist Manager

ACTION REQUIRED

Background

The district intends to hire a Mental Health Therapist Manager who will provide district level oversight for building based mental health therapists.

The Board approves salary schedules for employee groups; however, the non-represented salary schedule does not currently have salary ranges for this position. Therefore, we are asking the Board to approve this addition.

Position Description

The District Mental Health Therapist Manager will provide clinical supervision for our mental health clinicians and skills trainers. They will provide management and guidance for the mental health program in each of our schools (K-12) and oversight for our new social emotional learning classroom, based at Mt. View Elementary School.

Essential duties and responsibilities are currently being developed. This position would fall under the Non-Represented Employee salary and benefits agreement. The recommended salary range for the Mental Health Therapist Manager position on a 260-day contract would be:

Step 1	Step 2	Step 3	Step 4	Step 5
\$81,540	\$83,579	\$85,668	\$87,810	\$90,005

Cost

This position will be funded by the Teaching and Learning Department budget. The goal would be to hire the position this spring to allow for the individual to help with the planning of the program. A salary review for this position was conducted with comparator agencies, Benton County, Linn County, and Samaritan Health Services. The proposed salary range of \$81,540 - \$90,005 is in line with these comparators.

ACTION REQUESTED

Approve the addition of the district level Mental Health Therapist Manager position and salary range under the Non-Represented Employee salary and benefits agreement.

MOTION REQUESTED

"I move to add the district level Mental Health Therapist Manager position and salary range to the Non-Represented Employee salary and benefits agreement."



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- VII. SUPERINTENDENT'S 2018-19 EVALUATION (7:35 p.m. approx.)
- VIII. PROCESS FOR ADOPTING POLICIES (8:05 p.m. approx.)
- IX. BOARD MEMBER COMMENTS (8:45 p.m. approx.)
- X. ADJOURNMENT (9:00 p.m. approx.)

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

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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