

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
March 8, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

A regular School Board meeting was held on March 8, 2018. Those present included the following:

Tom Oliver, Chair	Dr. Rob Hess, Superintendent
Nick Brooks, Vice Chair	Bo Yates, Assistant Superintendent
Richard Borden, Director	Jennifer Meckley, Human Resources and Community Relations Director
Mike Martin, Director	Linda Darling, Business Director
Russ McUne, Director	

Meeting minutes were recorded by Maura Kwiatkowski, Executive Secretary.

1. WELCOME

A. Chair Tom Oliver called the meeting to order at 6:11 PM.

2. GOOD NEWS/COMMUNITY COMMUNICATIONS

A. Kris Latimer, Executive Director of the Boys & Girls Clubs of the Greater Santiam (B&GC), updated the Board about the East Linn County Pipeline, Training Teens for Tomorrow, and the 2018 Classroom to Career Expo.

East Linn County Pipeline. The Pipeline is a multiyear project funded by the Ford Family Foundation to provide opportunities for students to learn about pathways to jobs in area industries that do not require a four-year college degree. The program began three years ago as a partnership of mostly manufacturing businesses with the Albany Area Chamber of Commerce; current partners include the Albany Chamber, Linn Benton Community College (LBCC), and area school districts. About one year ago, the group approached East Linn school districts and the B&GC about expanding to this area. The goal is to expose high school students to manufacturing and other careers and Linn Benton Community College's (LBCC's) technical certificate programs. The initiative includes funding for field trips and opportunities to get school personnel out into the industries so they can see and understand industry employee needs.

Training Teens for Tomorrow is a 14-week prevention and employment program in which youth have access to academic and post-secondary educational support, volunteer service opportunities, and paid work experience. This two-days-per-week, after-school program began was implemented at Lebanon High School three years ago, and students are referred by guidance counselors. Students complete the following five phases of learning and activities:

1. individual planning and life skills;
2. career exploration and job skills training;

3. employability and skills building (working as part of a team, being a good employee, dealing with challenges on job, etc.);
4. volunteer service projects – doing volunteer service work around the community (The Oaks, Veterans Home, B&GC, and Safe Haven, among others); and
5. a three-week work experience that complements the student's areas of interest – construction trade, culinary and restaurant, etc. Individual planning is also done with each student. College may not be the goal, but getting a high school diploma is critical. Industry leaders meet with the students to discuss the characteristics of a good employee.

Students receive a \$550 stipend for the 14-week program, as well as a half-credit for work-based learning.

The program is also adding a youth entrepreneurial component in partnership with the small business development center (the B&GC hot dog cart, for example.) Program participants will also attend an Angel Funding Conference in Eugene.

The 2018 East Linn County Classroom to Career Expo will be held on September 14. The Expo is a hands-on event and provides opportunities for students in Grades 8 through 12 to operate machinery and equipment, as well as use simulators. Participating industries include 1) emergency services and response; 2) construction trades, including electrical; medical services; transportation and warehousing; and manufacturing. Over 1,000 Lebanon and Sweet Home students participated last year, and similar attendance is expected this year. Industry participation is also expected to increase from last year's 32 firms.

3. GENERAL BUSINESS

A. Piper Jaffray Bond Presentation

Business Director Linda Darling introduced Lauren McMillan from Piper Jaffray, the district's bond sales agent.

McMillan noted that Piper Jaffray works with a number of school districts. The firm is a resource for the district as the possibility of a General Obligation (GO) bond is explored. There are many factors to consider, and it is helpful to gather general information to determine whether the district will place a bond question on the ballot and seek matching funds from the state.

McMillan provided an overview of the bond process and how bonds are useful tools for financing major capital projects. GO bonds are secured by the property tax levy, and their issuance must be approved by the voters.

McMillan reviewed the district's tentative timeline based on a September 2019 application submittal for matching funds via the Oregon School Capital Improvement Matching Program (OSCIM) and a May 2020 election. She indicated this scenario would likely result in favorable financing rates. If the district moves forward with a bond, we would borrow \$4.7 million and request a \$4.7 million match from the state. The \$4.7 million bond would result in a 20-cent increase in the property tax rate, but it would not change Lebanon Community School District's (LCSD's) position as compared to the levy rates of other school districts.

Oliver asked McMillan whether the tax rate table included Greater Albany's recent bond issue. She indicated Greater Albany's projected rate for next year will include their new issue, and new rate information will be available this fall.

McMillan suggested a bond would likely have a better chance of passing in May than November. However, voters did approve six of last the seven bond questions on the November 2017 ballot with the OSCIM grant attached.

LCSD received approval for the three grants discussed at the February 8, 2018 Board meeting for 1) a facilities assessment, 2) a long-range facilities plan, and 3) a seismic assessment. Timing for completion of these activities ranges from 6 to 9 to 12 months. Once these activities are complete, the district will form a bond committee (approximately Summer 2019) and determine the amount and cost of any bond to be presented to the voters. This process will occur over several months and meetings.

The OSCIM grant application would be due in September 2019, and the ballot information would be filed in February 2020 for a May 2020 election. If approved, the bonds would be sold within six months of the election as is required to receive OSCIM grant funds.

McMillan noted that the first biennium funding process was looser, and the passage rate was low. Many districts rushed the process. It is important to allow an appropriate amount of time to plan and to engage with the community to secure voter buy-in for the bonds.

LCSD is in a flexible position given the three grants planning grants. Although it will take up to one year to complete the planning, the plans are valid for four years.

Russ McUne asked when the district would be notified of the state's the decision regarding award of an OSCIM grant. McMillian indicated the turnaround is quite fast; we should receive a decision within two weeks of application submittal.

McMillan noted the formula for grants was revised based on poverty and property value changes, and the matching funds available to the LCSD is greater than the \$4 million generally available to other districts. New funding decisions will be made in February 2019, however, and the district's match amount could change at that time.

4. AUDIENCE COMMENTS

- A. Glenn Hensley addressed the Board regarding recent school shootings and school safety. He stated that prevention is not realistic, and school resource officers cannot cover all potential scenarios. He indicated a need for immediate discussion for defensive program development for district personnel. Hensley encouraged the Board and superintendent to begin polling district personnel about their thoughts on this issue.
- B. Jim Justus indicated he shared Mr. Hensley's position. He has done some research about potentially having such a program with little cost to the district. At a recent veteran's meeting, he asked for volunteers to provide all-day security at local schools. Of the 20 people present, at least half indicated they would volunteer. Justus also contacted several companies that offer firearms training and threat assessment training. He believes a guard is needed at every door of every school. Current district policy is that schools are gun-free zones. Justus noted the

average shooting time is three minutes, with a six-minute response time from law enforcement. Response would be almost immediate if highly-trained volunteers were in the schools. He asked that the Board follow up on this proposal.

- C. Mika Smith also spoke about school safety. He stated that 98 percent of mass casualty events have occurred in gun-free zones. There are many volunteers willing to train school staff. He recently conducted a free, four-hour training class. He believes school staff must be the first line of defense. Smith advised the Board he would volunteer his time to train school staff, and he would appreciate the Board's serious consideration of his offer. Smith noted the Sweet Home District has approved staff firearms carry. Our teachers, bus drivers, and custodial staff should be allowed to carry firearms if they wish to do so.
- D. Melody Antones informed the Board she is an instructional assistant at the high school and has been in the district for 21 years. She has served in the military and stated that schools are the more dangerous of the two. Antones urged the Board not to train staff to carry firearms. She advocated for smaller classes so that teachers get to know students and hiring additional support staff, as well as more counselors and school resource officers. She also suggested the Board consider some facility remodeling to limit access points. In some other districts, the front door is the only entrance, and visitors must be buzzed in by the school secretary.

*****RETURN TO REGULAR AGENDA, ITEM 3, GENERAL BUSINESS*****

3. GENERAL BUSINESS

B. Grade Configuration

Chair Tom Oliver requested that Superintendent Rob Hess present the content of his March 2, 2018 Board Memorandum regarding this subject.

Hess reported the district held five forums at district schools in February to receive community input, and 196 attendees signed up to receive additional information. An online Thought Exchange had 95 participants and 134 thoughts. A Survey Monkey survey received responses from 50 percent of district staff and 961 of 2,800 parents. Several community members also participated in this survey. A 6th grade interest survey was also conducted at Cascades, Riverview and Green Acres. All of the input activities show a strong desire for four K-6 schools in town. Other ideas that surfaced, which were not part of the original options, include a pre-K to K center in town and making Pioneer a K-8 school, but these approaches will not solve the Seven Oak overcrowding issue for 2018/19. Hess noted that whatever configuration is selected for next year will require substantial planning to implement.

Nick Brooks asked what a pre-k/k center would look like. Hess indicated all pre-k and kindergarten students would be at one location, and the other elementary schools would be Grades 1 through 6 if such a center was developed. Hess noted behavior issues have emerged with kindergarteners that were not present in the past, such as a lack of sharing skills and understanding turn taking. These skills now need to be taught in kindergarten.

McUne indicated the need to address two primary issues: 1) alleviation of overcrowding at Seven Oak and 2) improving academic achievement; and none of the discussions of overcrowding address the achievement issues. Oliver agreed. We can add space at Seven Oak and try to make it work.

Adding 6th grade at Riverview would be difficult. McUne noted that the push to do something may not give us the best result. Oliver agreed but pointed out that we heard from community, and the K-6 model is desired. Can we phase in, using an equitable method, two K-6 schools and two K-5 schools? McUne pointed out the cost factor and indicated the configuration must be equitable for students, teachers, and staff. Oliver stressed the need for due diligence. What is the cost for the very best scenario? How much can we accomplish next year? With the potential for bond funding and the upcoming facilities planning grant, perhaps we elect not to resolve the problem all at once. Richard Borden said the Board should look at overcrowding and potential solutions, as well as longer-term goals. He agreed with McUne; we should not make a decision in haste just to make a decision. Oliver noted that whatever choice is made now should not preclude the longer-term plan.

McUne pointed out we do not necessarily need to move all 6th graders from Seven Oak. Brooks expressed the need to work toward equity for all in-town schools. As the Board has heard from the principals, piecemealing the different schools is unfair and affects performance. We need to provide consistency now and work our way through the challenges. Martin agreed, stating that consistency and equality are major factors. This is particularly apparent in the current imbalance between schools relative to music and physical education (PE). Martin stated the Board needs to demonstrate leadership and find the funding to achieve equality.

Brooks suggested additional dialogue with stakeholders regarding any decision. He favors implementing the pre-k/k model within three to four years, and grades 1 through 6 in the elementary schools. Seven Oak could then be remodeled with bond funds. In the meantime, short-term options include module buildings at Seven Oak, keeping Seven Oak 6th graders separate, and developing a solution to the locker rooms problem.

McUne said it is impossible to be completely equitable. We must also look at test scores. Will equity hurt some successful programs? We need to move the high test score skills to the schools where improvement is needed.

Borden acknowledged that music and PE need to be fair for everyone. Martin pointed out that we need to provide consistency first; consistency should be our defining purpose.

Hess noted that as recently as the 1990s, there were nine area school districts with their own boards. It has just been 20 years since we have had one unified school district, and perfect consistency is difficult to obtain. We need to prioritize what we will be consistent about. If our goal is more students receiving diplomas, we must consistently have students entering high school, ready for high school. Seven Oak is a large middle school, and learning is more challenging in larger schools. Most stakeholders prefer the grades 7 and 8 junior high school model. Another priority is an alternative school where a diploma can be earned, and we currently do not have this available.

Brooks asked that staff develop cost estimates for the most feasible options, i.e., every 6th grader at Seven Oak, all in-town elementary schools become through K-6, and a hybrid that is somewhere in the middle.

Oliver suggested staff prepare for the Board, for consideration at the March 19 meeting, cost and practicality analyses for the following options: 1) in town K-6 schools and grades 7 and 8 only at Seven Oak with the same opportunities for all; and 2) management of the two-year enrollment bubble by containing 6th graders at Seven Oak. McUne would like to hear more about what the

principals think. It would be helpful to have three or four options to consider at the March 19 meeting.

Brooks would like to see what we are doing at each school. Who attends? What does each school look like, and how does each fit into the whole? PE and music also need to be balanced. He believes it can be accomplished, and the Board must budget to provide resources for improvement.

Oliver noted that for ELL and special programs, the district must utilize the space we have, wherever it is available. Martin noted that ELL and life skills programs need more resources, since severe behavior issues regarding more staff time and involvement.

C. Policies: First Reading

Code	Title
CCC	Hiring of Licensed Administrators
CM	Compliance and Reporting on Standards
GBH/JECAC, also JECAC/GBH	Staff/Student/Parent Relations**
GBK/KGC, also KGC/GBK <i>(previously GBK/ JFCG/KGC)</i>	Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems, Version 2
IBDJA	Relations with Homeschooled Students**
IKA	Grading and Reporting
IKF	Graduation Requirements**, Version 2
IKF-AR	Graduation Requirements
JHFE-AR(1)	Reporting of Suspected Abuse of a Child
KBA-AR	Public Records

Human Resources (HR) Director Jennifer Meckley reviewed the first reading policy summary. Many of the policy changes are simply clarifications of language. Tobacco use policies are now separated between staff and students.

McUne requested that the Board not require a vote to remove a policy from First Reading, although the Oregon School Board Association recommends such. Board members generally agreed that if one Board member requests discussion of an item, it will be removed from First Reading for discussion.

D. Policies: Second Reading

Code	Title
DJFA	Credit Purchase Cards
DN	Disposal of District Property
DN-AR	Disposal of District Property (information only)
KL:	Public Complaints
KL-AR	Public Complaint Procedure
GBM	Staff Complaints
GBM-AR	Staff Complaints (delete)
BDDH	Public Comment
AC	Nondiscrimination
AC-AR	Discrimination Complaint Procedure

Code	Title
IGBBC: Talented and Gifted	Programs and Services
JGAB	Use of Restraint and Seclusion
KL-AR(2)	Appeal to Deputy Superintendent of Public Instruction (new)
LGA	Compliance with State Standards (delete)
LGA-AR(1)	Public Appeals and Complaints about Alleged Violations of State Standards (delete)
LGA-AR(2)	Direct Appeals to the State Superintendent of Public Instruction about Alleged Violations of Standards (delete)

Meckley advised that the new staff complaint policy directs staff to the district's HR Department. Oliver confirmed that staff should use internal HR procedures and that HR staff is charged with developing an appropriate internal form for such complaints. Oliver requested removal of the word "public" from the titles and footers of KL and KL-AR, as well as anywhere within GBM and GBM-AR that removal of the word "public" is appropriate.

Upon motion, duly seconded the Board voted to approve all Second Reading Policies, with revisions to GBM, GBM-AR, KL and KL-AR as noted.

E. Proposed 2018/19 School Calendar

Hess noted there was one error on the 2018/19 Proposed Calendar: October 12, 2018 is not a Snow Makeup Day. May 24, 2019 is the noncontract day designated as a Snow Makeup Day. The Board requested that the calendar be corrected and presented to the Board for Second Reading at its April 12, 2018 meeting.

F. Superintendent's Recommendation for Renewal and Nonrenewal

Hess presented the Renewal and Nonrenewal Recommendations for 2018/19. McUne reported that his sister-in-law was among those in the Certified group.

Upon motion, duly seconded, the Board unanimously approved the Superintendent's Recommendation for Renewal and Nonrenewal for 2018/19.

G. February 22, 2018 Snow Day Makeup

Hess advised that no snow days were included in the 2017/18 calendar, but a snow day was called on February 22. Last year, six snow days required makeup. The district is currently above our instructional minimums even with the February 22 snow day.

Mike Martin indicated that staff does not want to add days at end of school year.

A motion was made and duly seconded that a snow makeup day would not be added to the 2017/18 calendar.

Borden noted he was in favor of the motion, but he was concerned Certified and Classified staff are not treated the same. Meckley advised that Classified and Certified staff are both are paid for snow day. Hess indicated all school-based employees are treated the same. Kim Grousbeck pointed out that if the day is made up, 12-month employees must make up the day or use a day of leave. If they reported for work on a snow day, there is no makeup. If the day is not made up, no one is required to use a day of leave. Those who worked a snow day that is not made up will receive time compensatory time.

The motion was unanimously approved by the Board.

Board Member Martin departed the meeting at 8:13 PM.

5. DEPARTMENT REPORTS

A. Finance

1. Finance Report

Business Director Linda Darling presented the Finance Report.

- a. Darling advised the Ending Fund Balance is \$411,400 greater than the February 2018 estimate due to greater than anticipated local tax revenues.
- b. Darling presented an overview of the P-Card program, which was implemented in 2012. Since implementation, the district has received over \$96,000 in transaction rebates and avoided processing more than 22,000 checks.
- c. The Request for Proposals (RFP) for legal services has closed, and six firms submitted proposals. Darling recommends the district interview three firms and asked that one or two board members participate in the interviews. Oliver and Brooks indicated they would participate.
- d. The banking services RFP has closed, and three firms submitted proposals, which are currently being reviewed.
- e. The district was awarded grants for 1) a facilities assessment, 2) a long-term facilities plan, and 3) a seismic assessment. The grants will not cover all of the costs; we will have some financial outlay. Based on procurement law and the estimated cost of the assessments, an RFP is not required, and the district may simply obtain three quotes.

2. Comparability Data

Darling presented the comparability data. She indicated the district's Special Education (SPED) count is higher (approximately 720) than the 627 reported on the December 2016 census, which is the measurement used for funding. The data used for comparison is that currently available from the Oregon Department of Education. The district's actual enrollment activity is as shown for 2017/18. Hess noted that if a student is on a half-day schedule, the district does not receive funding for them. Regarding the 890 school, the district is only paid for the hours the student attends. This is the detrimental result of not having a comprehensive alternative school. Alternative school students are not getting the hours they need, and we are not getting the funding we need for them.

Darling also presented economic/enrollment and ethnicity comparison data. Fifty-three percent of LCSD's students are enrolled in the free/reduced lunch program. Darling asked that she be able to forego presenting comparability data for the next few months due to budget preparation requirements and special projects assigned by the Board. The Board agreed to defer comparability data reporting for the time being.

B. Operations

Hess reported that Board members Oliver and Brooks participated in a land lab visit and visioning. It is important that we develop a strategic thinning plan to maximize the educational potential of

the property, including CTE activities. Oliver noted we need to promote the health of the property and generate revenue for programs.

C. Human Resources

Meckley reported that HR staff is preparing for the recruiting season. The Portland Job Fair will occur on April 3, and a Regional Job Fair is scheduled for April 12 at South Albany High School for all local districts. LCSD has an extensive recruiting process that includes screenings and interviews at jobs fairs and Superintendent interviews on district visitation days. Timing of this year's job fairs is favorable to hire very qualified candidates. The Board's reconfiguration decision will impact staffing and recruiting, and the positions necessary to implement will be determined based on the Board's direction.

6. COMMUNICATION

A. Board

None

B. Superintendent

1. 2020 Reflection. Hess presented his progress memorandum for Items 21 through 25 (of 25) of the 2020 Vision. The report includes the vision, evidence of progress, and next steps, which will be incorporated into the strategic plan. The strategic plan progress update and superintendent evaluation will be addressed by the Board in June. Oliver would like to see these updates on a regular basis.
2. School Safety. Hess reported that the district has active school safety committees, regular drills, and evacuation protocols. We do need to re-examine the strategies we are using to keep our schools safe, and the districtwide safety committee is leading this effort. Hess asked whether the Board would like to receive a presentation on this topic. Oliver said yes; we need to address community concerns around school safety.
3. Executive Team Resource/Coach. Hess reported that he and the district's Leadership Team are working with an executive coach to help improve the team's functionality. Executive Coach Denise Downs will observe a variety of meetings and conduct individual meets with Leadership Team members and others as appropriate.

7. CONSENT AGENDA

A. February 8, 2018 Board Meeting Minutes

B. Health Curriculum, Kindergarten through Grade 5

C. Hiring

Avilez, Catherine	Third Grade Teacher, Riverview	Temporary, 2017/18 School Year
Brammer, Evan	Science Teacher, Hamilton Creek	Temporary, 2017/18 School Year
Liska, Elizabeth	Fifth Grade Teacher, Riverview	Temporary through May 14, 2018
Williams, Vicki	Kindergarten Teacher, Cascades	Temporary, 2017/18 School Year

D. Leave of Absence

Ashley Yoder, Elementary Teacher, 2018/19 School Year

- E. Addendum 1, Reclassification
Krista Thorpe: Secretary to Administrative Secretary

Upon motion, duly seconded, the Board unanimously approved the Consent Agenda.

8. AUDIENCE COMMENTS

- A. Theresa Peltier expressed appreciation to the Board and district staff for all of the hard work and diligence regarding school safety. She stressed that our district is not immune from this type of situation. She believes it is time to implement preventative measures beyond drills. If the Board conducts meetings regarding school safety and receives favorable feedback for preventative measures, she will help to fundraise to purchase safety equipment. The Board should consider metal detectors for the schools and encouraged the Board to reach out to the community for help. Peltier also encouraged the Board and district to be open-minded about grade configuration. If a new solution presents itself, please consider it. The Lacombe and Hamilton Creek K through 8 model is working.
- B. Maureen Twomey, LHS teacher. Twomey emphasized that she was not speaking on behalf of the Equity Team of which she is a member. She has compiled some concerns about school configurations and how English Language Learning (ELL) and other programs may be factors in the decision. How would the district be meeting the needs of some students if they were distributed to their neighborhood school versus attending their magnet school? Not all teachers with ELL want to be teaching that in their classrooms. The levels of training for all staff need to be managed. Given that 98 percent of teachers identify as ethnically White, how will we deal with diversity? We have only one translator. Will the district expand the support team for translation if configurations change? Additional bilingual instructional assistants will also be needed. Positives of a potential grade configuration may be the removal of transportation barriers and increased community involvement in schools. Concerns include removing critical mass from school like Green Acres and isolating students from community support. Families would need to learn a new system at their neighborhood school. ELL students would not continue to be identified as ELD after they have demonstrated proficiency. The configuration question has many moving parts, and Twomey encouraged the Board to consider these issues.

Hess asked Twomey if the Equity Team had a recommendation. Twomey indicated the team met one time after the presentation, but they did not develop a formal recommendation. A full turnout of Equity Team is necessary to make a recommendation.

9. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 8:47 PM.

Tom Oliver, Board Chair

Rob Hess, Superintendent