

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
May 10, 2018, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

The following individuals were present:

Tom Oliver, Chair

Nick Brooks, Vice Chair

Richard Borden, Member

Michael Martin, Member

Dr. Robert Hess, Superintendent

Bo Yates, Assistant Superintendent

Linda Darling, Director, Business Services

Jennifer Meckley, Director, Human

Resources and Community Relations

The meeting minutes were recorded by Executive Secretary Maura Kwiatkowski.

1. WELCOME

Chair Tom Oliver called the meeting to order at 6:07 PM.

2. AUDIENCE COMMENTS

Yesenia Salinas addressed the Board regarding the school supply fee. She indicated the district has 489 students classified as in need, and the district's Welcome Center would need \$22,000 to assist these students with the supplies fee. If the Welcome Center had such funding, they would prioritize spending on critical needs such as shelter. The Welcome Center's goal is to "reduce stress for staff and students by creating a system that eases the entrance of new and returning students." Families are already paying other fees and cannot afford to pay the supplies fee.

Chris Meek addressed the Board regarding school fees and the planned elimination of a CTE (Career and Technical Education) program at the high school. He believes the supplies fee is too high, and he could purchase the supplies less expensively. Meek expressed interest in learning more about how the fee was calculated. Regarding the CTE program, he indicated the CTE electronics teacher is retiring this year. He overheard a comment that the district is only losing 15 to 20 students by eliminating the program. He found this comment disappointing, since future jobs are in trades and require our focus.

Julie Miller addressed the Board regarding the school supplies fee. She indicated this idea has been coming for a while but believes this is not the right time to implement. The Welcome Center's service numbers are higher than ever, and the Center cannot meet basic needs.

3. GOOD NEWS, RIVERVIEW SCHOOL

An update regarding Riverview School was presented by Principal Joe Vore. Enrollment is currently 413 students, with 17 classroom teachers. PE is staffed fulltime, and there are 2.5 days of music. This is Riverview's first year of AVID, and the AVID visits show excellent progress. RTI is providing differentiated academic and behavioral support for all, and PBIS is providing differential behavior support for all. Riverview's attendance daily average is currently at 93.9 percent. Vore noted that attendance decreases significantly in the winter months, but the school works with parents and students to resolve issues affecting attendance.

Vore discussed SBAC score trends and reported that students are taking tests now. Historical scores indicate students are generally making good progress in English/Language Arts from Grade 3 through Grade 5. Trends in math for the same grade progression show mixed results.

Vore also highlighted the various Elementary opportunities available at Riverview, including counseling, music and PE. Grades 2 through 5 are seeing increased access to technology. The SMART Readers program is conducted twice each week with volunteer readers and volunteer listeners, and Riverview's Battle of the Books: team went to state. There is fulltime behavior support, outdoor garden instruction once weekly and a greenhouse. Young Rembrandts art is a paid after school program housed at Riverview, and the program has scholarships available. Walk to school day was held on May 9 at Cheadle Lake Park, and the students enjoyed the activity. Vore would like to repeat Walk to School Day again this fall.

Nick Brooks asked what the district does with the SBAC numbers. Vore indicated sometimes it is a conversation about we are not doing that is reflecting on testing. SBAC Grade 3 numbers are low; skills are not transferring to test scores. Brooks asked whether we try to determine the root cause. Vore indicated high turnover makes it difficult to determine cause. Last year, each teacher's scores were reviewed to see how growth occurred. One teacher stood out. Brooks noted he hoped we are getting groups together across the various teams to improve the scores.

Oliver asked about the percentage of students who have been at school all the way through. Vore indicated he did not have the information right now. Oliver noted that it would be important to form a picture of scores for students who begin at kindergarten and remain all the way through versus students coming into the district at some midpoint.

4. 2018-2020 ADMINISTRATOR WORKING CONDITIONS

Chair Oliver indicated this item would be tabled until the June 14, 2018 meeting.

5. CERTIFIED BARGAINING

Oliver reported that a request had been received from the Lebanon Education Association to reopen the certified contract for renegotiation. Upon motion, duly seconded, the Board voted unanimously to reopen negotiations.

6. FORMATION OF LEBANON ACADEMY

Dr. Rob Hess presented more information regarding the proposed Lebanon Academy. At the April 26, 2018 meeting, the board approved applying for a school number from the Oregon Department of Education (ODE) and requested more information regarding the need for a formalized alternative education school. Hess shared quotes regarding the need from Lebanon High School (LHS) Principal Brad Shreve, LHS Associate Principal Kraig Hoene, and Seven Oak Interim Principal Mike Hillman.

Hess noted that, this year, the district has served 200 students in the alternative education (AltEd) program. He also pointed out the significant increase in students being served over the last two years. Six AltEd students received their diplomas, and 16 received GEDs this year. Brooks asked about the reason for AltEd growth during the year. Hess reported that expulsion hearings and an inability to be successful in a regular school setting are among the reasons students enter AltEd. Mike Martin asked about a grade level breakdown for the 131 students shown as enrolled in May. Hess estimated 50 students are in GED/credit recovery, primarily 10 through 12 grade; there are 15 to 20 in behavioral (social and emotional) at the elementary level; and approximately 20 7th and 8th graders in small group tutoring or one-on-one tutoring.

Brooks asked about the reasons for expulsions at the high school level. Hess noted that since marijuana was legalized, the district has seen a significant increase in hearings resulting from drug possession. We have not necessarily seen increases in weapons or violence. Hess indicated he would provide this data, as well as the grade level breakdown, at the June 14 meeting.

Hess presented a chart showing enrollment by program and how funding is calculated in these situations. With a formal AltEd school that would operate from 8:00 AM to 2:00 PM, the district would collect the full ADM (average daily membership). Now that the AltEd program has grown so significantly, the school is needed. Martin noted that we went from an AltEd enrollment of 50 to 131 over the year. Hess noted that the numbers are always lower at the beginning of the school year. Hess believes we would see more than 50 at a regular AltEd school because of the diploma earning option.

Martin asked about the criteria used to move a student from regular school to AltEd. Hess indicated that no student is placed in an alternative setting until an RTI (Response to Intervention) has been conducted. The student will not necessarily have an IAP (Individual Accommodation Plan), but all students will have a personalized plan. Martin asked about what happens if a parent says no to an AltEd school. Hess indicated that expulsion does

not offer a choice, and most parents are receptive to AltEd when the student has not been successful in the regular setting.

Hess also noted that under the current model, students enrolled in Credit Recovery are shown as enrolled at the high school. Credit recovery attendance is included in the high school data, which distorts the actual numbers of the high school.

Brooks asked what enrollment number is necessary to make an AltEd school cost neutral. Hess indicated that with funding of \$8,000 per student and 200 students, the funding level is \$1.6 million. This number would then decrease by 32 percent to account for existing funding. Oliver would like to see information regarding the "seed money" that would be required to implement the AltEd school, as well as a comparison of the staff expense for current AltEd programming versus what is projected for the formal school.

Brooks noted that the formal school would be located across multiple sites. What would be the role of the administrator, and what are the desired skills? Hess indicated the administrator would have the authority to discipline students, conduct intake meetings, and work directly with parents. The role would also require operational oversight experience, current training on alternative education programs, and credentials for multiple areas.

Richard Borden asked why the Board had not heard about this school at an earlier time. Hess pointed out that in fall 2017, the district was discussing formation of a CTE (Career and Technical Education) charter school. In addition, based on the number of AltEd students we are serving, we have been exploring the advantages of a formal school. Hess pointed out that the advantages of school status include better data, more accountability, and more resources from the state.

Brooks asked about the collaborators on the AltEd school proposal. Hess reported he had worked with the district principals, AltEd program staff, the leadership team, and the school board chair. Martin commented on the school's advantages slide, which indicates we will increase the graduation rate and diplomas issued. The use of "will" makes a concrete statement. What evidence do we have that AltEd schools produce results? Hess advised that the purpose of the school is to serve more students who need more time. Oliver noted that the statements are the things we want. We need to establish some benchmarks. Being cost neutral is one benchmark. The more important benchmark is setting expectations regarding an increase in GEDs and/or diplomas at a rate greater than what we have today. What does success look like? Oliver is not sure how we determine what numbers are reasonable. Hess indicated the first year of the school's operation would help develop appropriate benchmarks. Brooks indicated we would want to see specific things in place in first year. What are the core expectations? He wants to be sure that if we proceed, we have a solid plan and process in place with a definition of success. Hess reiterated that he brought the school plan forward because the students need more time to be successful. We cannot get there under the program model. Martin stated it seems we would need to begin the school over-staffed. Brooks pointed out it seems to

make sense to be overstaffed with fewer tutors. Hess referred to the current AltEd staffing slide. Staffing is much less than in a regular school setting. Jennifer Meckley noted that a large portion of the students are elementary and middle school, and we need a strategy to get them to high school.

Oliver asked the board if, in concept, this is the direction the district should go. He believes it is, but he wants to understand the benefits received and how we will measure success. Martin is also in favor in concept, but he would like more clarity and definition. Hess indicated the direction he is hearing from the board is that we will continue to offer AltEd as a program for next year and continue building toward a formal AltEd school, perhaps for the 2019/20 school year. The board expressed interest in visiting other visit alternative schools, talk with staff members, and talk with parents.

Hess noted that district staff visited the Corvallis, Albany, and Bend alternative schools. Brooks indicated he would like to review the charters and handbooks of these schools.

7. PROCESS AND TIMELINE TO FILL ZONE 1 VACANCY

Upon motion, duly seconded, the Board voted unanimously to accept the proposed timeline to fill the Zone 1 vacancy.

8. FORMATION OF SCHOOL SAFETY AD HOC COMMITTEE

Brooks, Martin and several district staff held the Committee's kickoff meeting today and reviewed existing safety protocols. Brooks indicated he is very pleased with the information received from staff today, and there are some good safety strategies already in place. The Board generally agreed including a standing agenda item for updates from the School Safety Ad Hoc Committee.

9. COOPERATIVE PROCUREMENT AGREEMENT, ROOFING PROJECTS

Bo Yates and Linda Darling presented the Cooperative Procurement Agreement. All of the school buildings were walked with outside vendors to get recommendations. The most expensive is the total reroof of Lacomb School, followed by the work at Seven Oak. Other roofs would be repaired adequately to at least get the district to a bond issue. Oliver: noted that we received grant money for seismic assessments. The assessments are not expensive, but we would have to peel back the roof. Should we forego the Lacomb reroof if we do the seismic assessment? Oliver indicated he would be inclined to move forward with the recommended materials purchase of \$139,000. Yates indicated the Lacomb roof repairs would cost \$150,000 to \$160,000 to get through another several years. Brook moved, and Martin seconded, that we proceed with other repairs and not reroof Lacomb. Yates noted the Seven Oak cost does not include the old gym. Brooks indicated we should do the full repair at Seven Oak, including the old gym. If we do not do that work, we risk further damage to the roof.

Brooks then offered a replacement motion to perform roof repairs at Cascades, Green Acres, the high school, Seven Oak, and Lacombe. Martin seconded the motion, and the board voted unanimously to approve the motion.

10. SCHOOL SUPPLIES FEE

Darling presented the school supplies fee proposal, which originated with the elementary principals. The goal was for all students to have the same quality level of supplies to meet their educational needs. The group asked Darling to work with them on streamlining supplies. Staff reviewed the items common to all grades, and Business staff bulk priced these supplies with three different vendors. Darling noted the school fees would not be mandatory. If a parent indicates they cannot afford the fee, the fee would be waived. Some parents would be able to pay a portion, and the district would offer payment plans. The proposed fee schedule is designed to help families, and the Welcome Center would not be burdened if families are unable to pay. Oliver asked about the total dollar amount to be spent under this proposal. Darling indicated the total cost would be \$110,000 without Seven Oak or the high school. Brooks asked if there is any estimate of how many parents might actually pay the fee. Darling noted that Cascades did a pilot last year with the AVID kit; and some families could not afford it, some made partial payments, and some families paid in full. At the end of the year, it was a break-even situation.

The schools have expressed a willingness to use their carryover funds to cover any supply costs not covered by parents. Brooks asked how the schools get items now when there are insufficient supplies. Darling indicated from the Welcome Center and various donations. Oliver noted that under the current model, there are resources for supplies.

Principal Joe Vore advised that he raised the supply issue with parents at the PTC and in informal conversations; and the response to the fee was generally positive, although the cost had not been determined at that time. He noted that supply quality is an issue.

Oliver asked if we could we do a combination of a school fee and have parents purchase specific items. Darling noted that, with the school fee, the only item students would bring would be backpack. She also suggested earbuds to eliminate sharing, and a graphing calculator might be needed in the higher grades. Principal Amanda Plummer noted that some purchasing might be done quarterly or monthly for those items with a short shelf life, such as glue sticks.

Brooks indicated the quality consistency is appealing, as is the fact there would be no burden on the Welcome Center. However, do we have a strategy to continue to receive community donations? Vore indicated we would offer supply scholarships and ask for community donations to support. He believes supply costs will actually decrease, since we will not need to buy scissors, rulers, and other longer life items every year.

Brooks made a motion to pilot the supplies fee for one school year and review the results. The motion died for lack of a second.

11. SEISMIC NEEDS ASSESSMENT

Darling presented data from the Oregon Department of Geology and Mineral Industries regarding the collapse potential for the district's school building. She indicated the \$25,000 grant received from the state would likely pay assessments for three buildings. Darling is requesting board direction as to which assessments to conduct. Oliver suggested that Lacombe, Seven Oak and the high school would be the priorities based on the dates and nature of construction. Brooks noted the reason to do an assessment is to determine safety; should we not investigate the most at-risk buildings? Martin inquired as to the thoroughness and accuracy of the state's rapid visual screening. Oliver indicated the considerations are the soil type, the nature and type of construction, time period, and the building's overall condition. Darling noted that the ratings were based on inspections conducted in July 2006.

Brooks indicated he would select the high school, Lacombe and Green Acres; those with the highest collapse potential. Oliver noted the high school remodel was done in 2004, meaning the newer parts of the structure are likely not as at-risk as the older buildings.

Darling indicated we can submit an application to the state to address all schools. She further advised vendors are able to respond to the RFP with or without the seismic assessment component, since it is broken down by component (facility assessment, facility long-range plan, and seismic assessment), as well by individual building. In the worst case, we assess three sites instead of eight. Regardless of the number of sites, the maximum reimbursement from the grant is \$25,000.

Darling confirmed she would post the RFP that includes the seismic assessment, but which provides for the assessment pricing to be separate so the costs can be evaluated.

12. GENERAL BUSINESS

Darling advised that DJFA-AR, Authorization for Payroll Deduction, will be deleted, as it is no longer being used.

13. CONSENT AGENDA

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

14. DEPARTMENT REPORTS

A. Finance

Darling reported that the fund balance is where budgeted, but she had projected a negative revenue adjustment of \$29,822. However, the state as a whole had more local revenue, which increased the amount of funding distributed to schools. Our district will actually have a \$236,000 positive adjustment.

B. Operations. Yates noted the transportation difficulty of finding bus drivers for field trips, and other activities. All staff able to drive is currently driving. The district only receives reimbursement for 70 percent of the cost for drivers.

C. Human Resources. Meckley reported on the request for proposals issued for outside firms to address staffing solutions for substitute certified and classified staff. In this scenario, the vendors do the hiring, training, payroll, and other associated activities. There would be no PERS cost to the district, as substitutes would not be district employees. The Corvallis district is currently using this model successfully. Currently, district staff does all the work associates with managing substitutes, and they are district employees. Under the new model, district retirees could substitute more and the additional time would not be counted against their PERS benefit. Another benefit to substitutes is that the companies pay twice per month, as opposed to the district's monthly payment. Meckley noted that our substitute employee relationships are very important, and we would still have control over which substitutes we use.

15. COMMUNICATION

A. Board. Brooks reflected on his board service to date; it has been different experience than he anticipated. He indicated he was not aware of a high level of collaboration from administration to teachers to staff and noted that high performance teams have a great deal of collaboration. He would like to see the district get in front of an issue; and if the issue will affect a group, we need to get their input. He will continue to advocate for collaboration in the district.

B. Superintendent

1. Hess reported on the upcoming end-of-year events, including the JOYA Awards that honor high school students; the annual Gift of Literacy first graders event on May 29 at the medical school, the May 29 dessert party for district retirees, and the various graduation and promotion ceremonies. Board members will receive invitations to all events.

2. 2018/19 School Year Recruiting. Hess indicated that hiring is progressing well, and upcoming events will be held as part of the recruitment process for the new principals at Hamilton Creek and Seven Oak.

16. AUDIENCE COMMENTS

Jason Pottorf commented on the AltEd school proposal. He believes a slower approach is best while more details are provided. He also noted the need for AltEd it appears to be a growing problem. What are the root causes? Why are more students going into AltEd? The goal should be to keep AltEd as lean as possible to address the problem and invest funds in determining and resolving the root cause.

Patty Allydice said the AltEd proposal reminded her of the sister schools model wherein the Board received questions and concerns from constituents and later in the year, there was a rush to implementation. She indicated more communication would be helpful. Regarding the supplies fee, she noted it would be positive for all students to have the same supplies. However, she has four students and would like to know what the \$45 fee would purchase.

Riverview Kindergarten Teacher Sarah Haley indicated she supports the AltEd school. She advised we have some of the most challenging students she has ever seen coming in to the district. Some are nonverbal, and getting these students without support is a significant concern. The discussions need to take place in the kindergarten through grade 2 timeframe. If students are behind at that level, it follows them through the rest of their school years. Focus at the beginning is where we can have the most positive impact.

17. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 8:40 PM.

Tom Oliver, Board Chair

Rob Hess, Superintendent