

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

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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**MEETING MINUTES**

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

Richard Borden, Director  
Nick Brooks, Director  
Mike Martin, Director  
Tom Oliver, Chair  
Russ McUne, Director

Dr. Rob Hess, Superintendent  
Bo Yates, Assistant Superintendent  
Jennifer Meckley, Human Resources and  
Community Relations Director  
Linda Darling, Business Director

Meeting minutes were recorded by Maura Kwiatkowski and Nicole Hundley, Executive Secretaries.

**A. WELCOME**

The meeting was called to order by Chair Tom Oliver.

**B. GOOD NEWS/COMMUNITY COMMUNICATIONS**

**1. Lacomb School Presentation**

Principal Whitney Connolly updated the Board on Lacomb's efforts to help all students succeed in meaningful ways. Their focus is on AVID (Advancement Via Individual Determination), PBIS (Positive Behavioral Intervention and Supports) and RTI (Response to Intervention).

AVID strategies to increase instructional rigor and set high expectations for students include 1) consistent notetaking, 2) organizational systems that build over time, and 3) improved communication and outreach. All teachers and most classified staff receive monthly professional development. They are also working to implement an AVID "Strategy of the Month."

PBIS strives to recognize and support positive behaviors across the school setting. Staff training is being conducted to clarify procedures and routines, as well as to ensure consistency and equity. Lacomb is working to hold regular meetings for staff to review data and adjust support.

The goal of RTI is to respond to high levels of academic or behavioral challenges and needs. To support this effort, Lacomb has added a behavior support assistant and focus room. Regular, routine social skills group and individual instruction is being provided. Regular meetings are

being held to review data and adjust academic and behavioral plans, and there is focus on providing meaningful training for staff regarding effective responses to student needs.

Connolly shared Lacombe success stories with the Board, which include 1) highest historical enrollment, 2) consistently strong state test scores, 3) strong attendance rates—approximately 94 percent, 4) additional staffing resulting in better support for students (including a half-time counselor), and 5) improvement in opportunities for students, including music, middle school band, special interest clubs and camps, reading incentives, and technology access.

Lacombe will remain focused on three primary goals: 1) increase rigor and differentiation in all classrooms, 2) Streamline access to academic and behavioral interventions, and 3) provide ongoing all-staff training for addressing/responding to challenging situations.

Mike Martin asked where Lacombe students appear in Star assessment data. Connolly indicated benchmark reviews days occurred very recently, but the individual classroom level is between 40 and 60 percent.

Martin also asked about the Focus Room. Connolly advised this room is staffed by two behavioral support assistants with specialized training in student behavior and interventions. They focus on preventive instruction in groups or individually to develop self-regulation skills and utilize calming strategies in relationships and classroom behavior. The behavior assistants help students who are struggling. They “put out fires,” help with issues, escort students through transitions, and help regulate in the moment. Their objective is to bring the student out of the classroom, do calming activities or exercises, and return the student to the classroom as soon as possible.

## **2. Hamilton Creek School Presentation**

Principal Geno Bates reported to the Board on strategies and progress at Hamilton Creek School.

Strong school-wide systems of support are in place at Hamilton Creek, and the staff goes above and beyond to provide students the extra help they need to be successful.

AVID: College and Career Readiness for Grades 2 through 8. Goals include organization, inquiry notebooks and notetaking to get students organized, which is an ongoing challenge. College field trips will be conducted for Grades 6 through 8. Advance math (Algebra and Geometry) is available for Grade 6 and 7 students; Hamilton Creek staff work with the High School to forecast the appropriate level. Nearly all staff have been trained in AVID, and one new teacher will do Pathway this summer. They are working to get the training down to the Kindergarten and Grade 1 levels.

PBIS: Providing differentiated academic support for all. PBIS helps develop strategies to reward students for attendance and positive behaviors.

RTI: Providing differentiated behavior support for all. An RTI meeting is scheduled for the week of February 12 to review assessments.

Bates reported that approximately 93% of Hamilton Creek students are attending at the 90% level: The goal is to maintain at least 90% of students with 90% attendance. Six students are in the Red Zone.

Hamilton Creek test scores are down somewhat. Strategies for improvement include teaching students to take the test properly and helping them become comfortable with technology-based testing. Staff is working to ensure students take the testing process seriously and are helping students stay focused on their goals.

Tom Oliver asked about the number of student taking the test. Bates indicated nine students opted out of the test and that opt-out parents have some valid reasons for doing so, including student stress and frustration caused by dyslexia, for example.

Regarding setting goals for Star, Hamilton Creek is using SBAC (Smarter Balanced Assessment Consortium) versus district goals to set the bar higher. It provide a good look at how Hamilton compares to SBAC. The SBAC scores three-year comparison indicates some scores at Hamilton Creek are up, some are down. Teaches are working to identify problem areas.

Opportunities at Hamilton Creek include elementary counseling, PE and a dedicated media assistant. In addition, AVID is in Grades 2 through 8. All grades have access to technology, with two computer labs and multiple Chrome carts. iPads are available for Kindergartners. The school has an outdoor garden, Smart Readers program and a Grade 6 forest camp. Hamilton Creek also has fulltime behavior support and a very active PTA (Parent Teacher Association).

Oliver asked about music opportunities at Hamilton Creek. Bates advised that music is available for Kindergarten through Grade 5 once per week. Band is available two days each week.

Nick Brooks asked for Bates' thoughts on Hamilton Creek's Wednesday utilization. Bates indicated staff is 1) participating in monthly districtwide meetings, 2) conducting RTI meetings, and 3) analyzing grade level placement, test scores and student benefits. The kindergarten teacher is attending dyslexia training and sharing information with other teachers and staff. Wednesdays also provide time for teachers to collaborate.

Connolly noted that Lcomb staff are benefiting from Wednesday time in ways similar to those at Hamilton Creek. There is specific, AVID-focused professional development. There is also structured PLC (Professional Learning Community) time and opportunities for teaming in grade bands, including vertical alignment, best practices, and curriculum discussions. Additional benefits include behavior systems and management training, suicide prevention screening and prevention strategies, and time for informal collaboration among teachers. Brooks indicated that opportunities for teacher collaboration encourage the sharing of innovative ideas and best practices.

### **3. Fiscal Year 2016/17 Audit Presentation**

Linda Darling introduced Kori Sarrett of Accuity, LLC to present the district's Fiscal Year (FY) 2016/17 audit. Ms. Sarrett served as the lead on the district's auditing team.

Sarrett indicated it was a very clean audit with no major issues and no findings. There were no School lunch program issues relative to federal compliance, and budget and contract compliance are good. The district has made great strides in compliance. Monthly Board reports were reviewed and are accurate for Board decision-making.

Sarrett noted that on Page 12 of the audit (Statement of Net Position), the Business-Type Activities column is new. She also noted on Page 12 the district's net pension liability of \$41 million, which is up from \$19 million the previous year. She pointed out that the Board cannot control this amount. The hope is that the next round of assumptions does not worsen this liability and that we will not see the same drastic change. The Total Net Position is negative \$19 million.

Also relative to pensions, the retiree stipend and retiree health insurance benefits have an impact. An actuarial evaluation at June 30, 2018 is required or a modified audit opinion. The Board advised Darling that an actuarial evaluation is not necessary, and they are comfortable with a note in the audit until the actuarial cost decreases. Oliver asked what the other districts are doing. Darling indicated two districts are doing the actuarial evaluation and the remaining districts do not plan to do so.

Rob Hess asked whether this would have any effect on the district's bond ratings; Sarrett indicated it would not. She noted that pension standards have changed in the bond rating industry, and they understand the anomaly. Pages 50 through 52 of the audit provide a year-to-year comparison of the district's pension liability.

### **4. Lebanon High School (LHS) Student Representative**

The LHS Student Representative did not attend the February 8, 2018 meeting.

### **C. AUDIENCE COMMENTS**

Ms. Allego Johnson expressed concern regarding the safety of her daughter during a specific incident, as well as the safety of other children. She indicated she was satisfied with district staff's handling of her daughter's incident, but suggested the district explore new strategies to assess potential safety concerns. Ms. Johnson also stressed the need for ongoing communication about protective measures in the schools and expressed her hope that behavioral intervention programs will increase overall school safety. Hess asked Johnson to provide her contact information and indicated he would review the incident involving her daughter.

## **D. GENERAL BUSINESS**

### **1. Policies**

#### ***a. Policies, First Reading***

Regarding Policy DN, Property Disposal, Oliver requested that the Board receive periodic reports of such disposals in the Board meeting packets. Darling confirmed the district has these records and can provide such reports. For property valued at over \$500, disposal must be approved by the Board. District property targeted for disposal consists primarily of used vehicles being sold for scrap.

Oliver discussed the three policies governing complaint procedures and their ARs (Administrative Rules). The proposed revisions to these policies is the result of the Board-requested review performed by attorney Jollie Patterson. Patterson reviewed the policies, their corresponding ARs and the language contained in the bargaining agreements; interviewed staff; and reviewed historical instances. The recommended revisions clarify how the Board handles complaints, including those received from the public.

Richard Borden indicated the updates were positive and transparent and remove subjectivity from the complaint process. Martin indicated he did not receive any public comment on the proposed changes. Martin noted that any request for appeal of a complaint decision will be received by the Board Chair, and the Chair will determine if the appeal will be heard. If another Board member objects to the Chair's decision, however, the Board will hear the appeal. Oliver noted that a third-party could be involved if deemed appropriate. Hess noted the new policy language is much clearer now. Oliver favors the formalization and establishment of a complaint timeline that is provided by the complaint form.

Borden asked about next steps if the Board adopts the revised policies at First Reading. Nicole Hundley indicated a Second Reading adoption would be required at the March 8 Board meeting. If adopted at the Second Reading, the new policy would be posted to the district's website shortly thereafter. Martin asked whether hard copies of these and other policies are available in all school buildings. Hundley indicated that upon request, a hard copy would be provided by the district office, but the primary repository of Board policies is the district website.

Brooks inquired about how staff learns the Board has adopted new or revised policies. Hess indicated there has not previously been a consistent practice of notifying staff of such changes. Martin noted the importance of ensuring staff is quickly notified of policy changes. All agreed it would be appropriate to distribute a monthly all-staff email advising of changes and providing easy-access web links to those changes.

Russ McUne asked whether our attorney and the OSBA have signed off on the complaint policy. Oliver advised that the policy was drafted by an attorney practicing in this field, and it was discussed with OSBA. Oliver believes the new draft policy meets the letter of the law.

Upon motion, duly seconded, the First Reading Policies were unanimously approved and will proceed to Second Reading for final approval at the March 8, 2018 meeting.

*b. Policies, Second Reading*

Upon motion, duly seconded, the Second Reading Policies were unanimously approved.

**2. Report: English Language Learner**

Federal Programs Director Dawn Baker presented the annual English Language Learner (ELL) Report.

ELL falls under Title 3, and we are part of a consortium, since we have a very small percentage of ELL student population.

Baker noted that the report included in the Board packet is a few years old, but it is the most recent report submitted to the State Legislature. It covers all aspects of the program and how we compare to the state.

Baker indicated that for every \$1.00 the district receives from the state for ELL, we spend \$1.31. It is difficult to be highly resource-efficient with a small number of students, since they still need the same services. The district does strive to use resources efficiently.

The ELL Plan cycle is every two years. The Board packet includes a summary of the district's proposed 2017/2019 ELL Plan. Baker provided the Board with an overview of the plan submittal to the state, which included district demographics, goals, staff, and a program model proposed change. Currently, we have the ELL magnet at Green Acres. ELLs are given the option of receiving specialized instruction at the magnet school or be immersed in their neighborhood school. About 40 percent choose to stay in the neighborhood school and do not receive ELL services – the "how language works" component. If needed, they do receive Special Education services in the school they attend.

When a larger percentage of ELL students chooses to remain in a neighborhood school and not receive English Language Development (ELD), we still need to serve them. Reasons for families denying ELD services include long periods of time being bused to Green Acres, difficulty picking children up at school for unexpected circumstances, and the difficulty in being involved in the school community. The belief is that ELLs should be able to stay in their neighborhood school and not have to decline services. The state generally shares this position.

Baker advised that assistants are bilingual, but the ELD teachers are English speakers who have special training in teaching English to other-language speakers. The focus is not on translation; it is about learning to acquire new language skills. At Green Acres, ELD students are still immersed in regular classrooms.

The benefit at Green Acres is that bilingual assistants are available for translation to bridge the gap. Also, parents can see and communicate with someone with whom they feel comfortable. There are no bilingual assistants at the other schools.

Brooks asked about the number of opt-out parents we have contacted. Baker indicated she inquired about this at the High School's Latino Parent Night, but parents were most concerned about opportunities such as homework help and athletics. Hess noted that our community liaison is in contact with all ELL families, even those that declined services. Brooks indicated it would be helpful to know if there are other factors in play. Baker stated that 15 students have declined services. Staff Yesenia Salinas has had informal conversations. Dawn asked whether a parent survey would be helpful, but Salinas did not believe we would receive a good response. Brooks suggested one-on-one conversations would be the best method to gather information.

Oliver asked what service delivery disbursement to all schools would look like. Baker noted that there would be the option of ELD pullout services at neighborhood schools. Students could also stay at Green Acres, and we would continue to provide transportation. With disbursement, resources would be spread thinner, and the district would need to hire more bilingual assistants. Baker believes there would be more participation if the services are available in all schools. Oliver asked if costs would increase as a result of disbursement, and Baker confirmed they would. Baker proposes hiring two more fulltime equivalent (FTE) bilingual assistants.

Oliver asked about the graduation rate for former ELLs and current ELLs. Baker indicated the average student would learn a second language in five years. If the student started in kindergarten they would likely be fluent by fourth or fifth grade. Current students are either those receiving services for more than five years, or they might be students who arrived in middle or high school. We have more elementary students in the program and more former ELL in the high school.

Oliver noted that disbursement sounds like the right plan, but will the students actually benefit and graduate at a higher rate if we add the two FTEs? Baker indicated she compared how students perform academically if they decline services versus participate. Though we are looking at a small number of students, there could be a variety of factors. Students at their neighborhood schools with no services are doing better in reading and math than those receiving services at Green Acres. This could be the "sink or swim" effect. Also, immersed parents generally feel more confident speaking English. Students being bused to Green Acres generally have families that are less comfortable with the English language.

Brooks asked if Baker had worked through the proposal with the principals, including how it would disbursement would impact the various buildings. Baker noted that since it is such a small number,

our plan is to build training for teachers. ELD service is only about 30 minutes in day. It does not change the structure in schools; we are adding ELD services and providing training for teachers.

Brook asked if the elementary principals and their staff support the proposal. Baker indicated the principals are supportive, but the proposal had not been widely discussed with staff at this time. Brooks expressed some concern about making this decision at the Board level and then pushing it down. He suggested having conversations at the Wednesday meetings level to receive feedback.

Oliver asked if we are considering two new FTEs to serve 15 students. Baker indicated a prior need has existed. There is one bilingual assistant at Seven Oak for only 2.5 hours per week. The high school has an FTE bilingual assistant, and it works very well for parents and students. We need a similar champion at every school, especially Seven Oak. Staffing still needs to increase, even if the service model is not changed. Baker advised there is one teacher who is teaching AVID and commuting between buildings while being paid at the higher teacher rate. We would realize some cost savings by not using a current teacher for ELD. We need more bilingual assistants. Hess indicated we also need more sheltered English instruction training; we received a grant, and the state reviewed our program. The state pushed us hard on the ethical concern of parents denying services due to the busing requirement. The state is not mandating, but they strongly suggested we increase training. Their question is, how are we serving these students

The Proposed Fiscal Year 2018/19 budget will include the ELL disbursement proposal.

Martin asked how we meet the needs of other ethnicities and languages. Baker noted that the student may not necessarily speak that language. The strategy is to present English in ways that any other-language speaker could acquire language skills. No parents have asked for languages other than English or Spanish. Resources are available through the ESD for translation as necessary.

### **3. CET Ad Hoc Committee Update**

The CET (Construction Excise Tax) Ad Hoc Committee met for the last time and developed its recommendation, which is to look long-term and at the big picture. We have submitted applications for a facilities assessment grant, a long-range facilities plan grant, and a seismic assessment grant. We will have the results of these efforts for the Board at the April meeting. We would then pursue a facilities assessment and then develop the long-term plan required for a CET.

These activities are also required for the Oregon School Capital Improvement Matching Program (OSCIM), which is a program that could match our bond funds. The district is eligible to receive up to \$4.7 million in matching funds. If we were to pass a bond at \$9 million, \$4.7 million would come from the state, and \$4.7 million would come from district taxpayers. The funds could only be used for items on the long-term facilities plan. We would need to apply for these funds, and we are required to define and strategically prioritize the needs we would address with the funding.



Oliver indicated the district needs to complete the planning exercise and determine a course of action. The planning process will help define our needs. Brooks agreed we need a single plan to move forward. When the planning work is complete, the Board can make the decision regarding whether to proceed with applying for the state grant funding.

Darling reported that the facility assessment average length ranges from one to six months, and the average is three months. We would need to conduct a Request for Proposals process to contract for the assessment. Long-term planning averages nine months, but it can take up to a year. A seismic assessment could take more than one year. For the bond to be eligible to be on the November 2019 ballot, we would need to apply by July 1, 2019. Applying in September would result in the bond being on the ballot in the spring of 2020.

Bo Yates pointed out the funding runs from 2017 to 2019, and the funds may not be available again. If we look long-term and believe we would apply again, we must wait three funding cycles. This timing fits the window for our long-range planning.

Hess noted that we have more crowding due to special education and special needs education. Facilities space use is increasing even though the number of total students has not increased. This was not anticipated in when schools were originally funded and designed.

Oliver indicated we should complete the planning exercise and then evaluate the options – CET and matching bond funds. Once we complete the facilities assessment, we should have a better understanding of our needs.

#### **4. Comparability Data**

Darling presented the District Comparability Data as requested by the Board. Areas of note included:

- Lebanon has more administrative staff than some other districts, but some of those districts have fewer teaching staff than Lebanon.
- Hood River has fewer principals and more teachers than Lebanon. Their classified staff number is significantly less than ours; we have more direct classroom assistants.
- The salary data comparison shown as Table 4 indicates that across the board, Lebanon is the lowest paying in all comparators.

Oliver noted that the standout areas are years of experience or average salary. There is a clear correlation. Years of experience is not increasing. Also, we have had many conversations about class size, but our students per FTE average shows we fare better than many other districts. The other districts appear more consolidated. Brooks would like to see data on the percentage of class sizes that are greater than 25 or 30 in the other districts. Darling indicated this data would need to be requested directly from the districts and would require a great deal of effort by those

districts. Oliver asked whether there are best practices and more effective distribution of resources we could emulate without significant cost. Brooks suggested site visits to these districts might be helpful. Oliver noted this data is very relevant to our facilities study and needs analysis. Have these districts made better use of their resources through facilities structuring?

Yates indicated one to view this issue is how many students are teachers seeing in one day. Six periods times 30 students means 180 students per day/per teacher. Seven Oak currently has quite a few teachers in the 180 range. Yates indicated that during his tenure, 150 was the target number at the high school. Hess noted we have some 200s at the high school this year. Hess indicated we could obtain this type of data from the Albany and Corvallis Districts through the Pinnacle Program.

Hess asked for additional information to appropriately analyze the data. How many schools are in the various districts? How many school buildings does each have? Attendance and graduation rates, as well as poverty rates, are also important to consider. Darling indicated she would provide this information to the Board for the March 8, 2018 meeting.

## **5. Superintendent Contract**

At the January 2018 meeting, Superintendent Hess asked the Board to reconsider the within-district residency requirement in his employment contract. Since then, Oliver, Hess and respective legal counsel developed a new employment contract for the Board's consideration. The following contract components were noted:

- The new proposed contract, which would continue through June 30, 2020, would replace the two existing contracts.
- Residency within the district boundary would not be required.
- A provision for termination without cause has been added, as has a maximum 12-month liquidated damages clause.
- 12 days of previously included paid leave are not included in the new agreement.
- Hess' new annual salary is \$135,000, effective upon Board approval of the new contract. This salary level was previously scheduled to take effect July 1, 2018.
- A 1.5 percent annual cost of living adjustment (COLA) is included beginning July 1, 2018.
- Evaluation language was clarified and includes the option of a 360 evaluation at the Board's discretion. The Superintendent's level of community engagement will also be considered in the evaluation process.

Hess expressed appreciation for the Board's willingness to remove the residency requirement from the employment contract.

Upon motion, duly seconded, the Superintendent's Employment Contract was unanimously approved.

## **E. DEPARTMENT REPORTS**

### **1. Finance**

Darling presented the Business Report.

Bo Yates noted the planned disposal of obsolete equipment (three buses). He indicated that this spring, the district will need more activity vehicles, since several need to be removed from service. With the opening of the Welcome Center and more homeless children being transported, we are running short of transportation options.

### **2. Operations**

Brooks asked whether any follow-up had occurred regarding the Cascades tree issue. Yates reported a site visit was conducted to review cleanup at Cascades and to also walk the other property. He is looking for someone local to perform the trim work.

Yates invited the Board to visit the property. There is a great deal of potential for an outdoor school or ROTC activities. He would like to see a larger vision defined for the property beyond removing the timber. It is a very unique space and can be a liability or asset depending how we utilize it. Yates would like to take the Board on a site visit and will schedule tours for next month. Staff will confirm a majority of the Board can participate in a site visit and the Public Meeting Law guidelines for doing so.

Oliver asked if the plan is to do a selective harvest and thin. Yates indicated he would like to receive recommendations from several subject matter experts and then, with Board input, move forward. Brooks indicated now is the time to maximize the district's monetary benefit from the logs; prices are very high. Martin pointed out that a general plan for the property should precede logging activities.

Oliver asked if the Cascades timber is merchantable. Yates indicated the district will pay several thousand dollars to remove stumps and clear.

### **3. Human Resources**

No report.

## **F. COMMUNICATION**

### **1. Board**

Oliver spoke with the Oregon Ethics Commission (OEC) regarding the Board's request for an opinion. He has not yet receive the information. The OEC will not provide a formal letter of

opinion, since the topic circumstance has already occurred. They will provide advice on how to proceed from this point forward. Oliver is holding off on some of legal counsel Jollie Patterson's work pending advice from the OEC, but we will still need to have Patterson move forward. Oliver has had conversations with a third-party human resources specialist who does this type of work. This specialist could provide another resource and alleviate the need for staff to make policy recommendations.

**2. Superintendent**

Hess presented the Superintendent's report.

Grade configuration community forums are underway, with the last to be held February 21. Some Board members have attended a forum, and he encouraged members to attend one of the remaining two forums. Attendance has been strong, and good conversations are occurring. The current email list generated from forum attendance is over 100. Hess will present the data collected at the Board's March 8 meeting. He indicated it would help with planning if a special Board meeting could be held prior to the regular April 12 meeting and before spring break to make a decision for the 2018/19 school year to assist with budget and staffing projections. This topic would be the only agenda item.

Upon motion, duly seconded, the Board voted unanimously to hold this special Board meeting on Monday, March 19, 2018 at 7:00 PM.

**G. CONSENT AGENDA**

**1. January 11, 2018 Board Meeting Minutes**

Upon motion, duly seconded, the Board voted unanimously to approve the January 11, 2018 Board Meeting Minutes.

**2. Approve Hiring**

Upon motion, duly seconded, the Board voted unanimously to approve Hiring as presented.

**3. Leave of Absence**

Upon motion, duly seconded, the Board voted unanimously to approve Leave of Absence as presented.

**H. AUDIENCE COMMENTS**

No members of the audience requested an opportunity to address the Board.

**I. ADJOURN**

The meeting adjourned at 8:15 PM.

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Tom Oliver, Board Chair

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Rob Hess, Superintendent