

BUSINESS MEETING MINUTES

3/ A Business Meeting of the Lane County School District No. 19 Board of Education was held on August 12, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Building at 7:02 p.m. and led the Pledge of Allegiance.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Dr. Emilio Hernandez and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Judy Bowden, Suzanne Price, Brett Yancey, Dustin Reese, Natalie Oliver, Ame Beard, José da Silva, Ryan Beck, Chris Reiersgaard, Michele Reiersgaard, Lesa Haley, Colleen Hunter, Charles Clark, Jim Crist, Anne Goff, Chad Towe, Mike Eyster, Donyel Hill, Mindy LeRoux, Jenna McCulley, Brian Megert, Jeff Michna, Lydia Dysart and Jordyn Brown from the *Register Guard*.

2. APPROVAL OF THE AGENDA

There were no changes made to the agenda.

MOTION: Mr. Mann moved, seconded by Ms. Raven, to approve the August 12, 2019 agenda.

The motion passed 4:0.

3. INTRODUCTION OF NEW ADMINISTRATORS

Chair Bessett introduced Assistant Superintendent David Collins who invited Dustin Reese to start the new administrator introductions.

Director of Human Resources Dustin Reese introduced Jim Crist as the new Assistant Director of Human Resources. He joins the department with 24 years in education as a para professional, substitute teacher, teacher and administrator. The last 21 of those 24 years have been with Springfield Public Schools where he worked as both a teacher and an administrator. He and his wife, Stephanie, have three children who attend Springfield Public Schools. Mr. Reese concluded by saying he's very excited to have him on board.

Mr. Crist said that he is excited to be part of the Human Resources department.

Director of Elementary Education, Suzanne Price introduced Ryan Beck as the new principal at Riverbend Elementary. He and his wife, who is also an educator, have two children. Following graduation from Pacific and the University of Oregon, he worked ten years as an elementary school teacher, teaching grades 1-5 in South Lane before stepping into an administrative role in Sweet Home. After his time in Sweet Home, he moved to Creswell School District as the principal at Creslane Elementary School where he has been for the past 7 years. Ms. Price added that he will be an asset to the team and we are fortunate to have him at Riverbend Elementary.

Mr. Beck said that he looked forward to getting to know the team at Riverbend and a great school year.

Director of High School Education, Mindy LeRoux introduced Chris Reiersgaard as a new administrator at Thurston High School. Chris and his wife, Michele both currently work for Springfield Public Schools. In the last 21 years, he has held many different roles in the district, including special education case manager and at Springfield High School as an assistant principal, associate principal and principal, principal at Gateways High School, as well as an administrator in the Facilities department.

Mr. Reiersgaard said that he was excited to be a part of the team at Thurston High School and had not stopped smiling since he received the news.

Next, Ms. LeRoux introduced Natalie Oliver as the new assistant principal at Springfield High School, coming to Springfield Public Schools from the Bethel School District where she was most recently the principal at Cascade Middle School for the past four years. Ms. Oliver completed her undergraduate work at Cornell University. She went to graduate school at the University of Oregon, and had taught middle school science and math before moving on to an administrator role. Ms. LeRoux said she is excited to have Ms. Oliver in a position where she can share her passion for education with the students and staff at Springfield High School.

Ms. Oliver thanked the board for the opportunity to serve. She said that in the short two weeks since she started her new role, she knew she had made the right choice and was excited by the work that was going on at the school. She concluded by saying that she hoped to deepen the equity work they had already been implemented and to get more kids across the stage to graduation and amazing futures.

Chair Bessett thanked all new and current staff for their time and said he was excited for the new school year.

4. PUBLIC COMMENT

Chair Bessett read the following statement concerning public comment:

This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

Those wishing to make public comments must complete a "request to speak" form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.

The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. Speakers are reminded that their public comments will be limited to three (3) minutes.

Colleen Hunter, 4921 Glacier Drive in Springfield, welcomed Mr. Hamilton and thanked him for joining the district and is excited to see what he does. Ms. Hunter wanted to talk about filling the open board

position, but noted that it was on the agenda for later in the evening. She just wanted the board to keep the community involved in the process.

5. CONSENT AGENDA

A. July 10, 2019 Special Board Meeting Minutes

B. July 22, 2019, Organizational Board Meeting Minutes

C. Personnel Action, Resolution #19-20.003

New Hires

Ryan Beck
Anna McMullen
Mindy Melendrez
Michelle Molony
Gerardo Vargas
Matthew Weber

Resignations

Alexa Huschka-Toennis
Jason Koch
Rebecca Krop
Jocelyn Mendelssohn
Kristen Ness

D. 2018-2019 Restraint and Seclusion Report

This is year seven of the restraint and seclusion reporting requirements that took affect in July, 2012. The wording of the OAR has been adjusted on more than one occasion in the last few years, but the substance of the physical restraint and seclusion law has remained consistent. As part of the law, the district must make available to the board and to the public all incidents of restraint and seclusion during the school year. Additionally, specific demographic information pertaining to the students involved in the incidents of restraint and seclusion must be made available. The attached report provides the applicable OARs and the required information. This report will be kept on file at the district office and will be available on our website. In some cases, the demographic information potentially reveals student identifiable information and that portion has been redacted. For specific information regarding the number of restraint and seclusions, please see the following report.

581-021-0559

Reporting Requirements for the Use of Physical Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of seclusion rooms available; and a description, including the location of those rooms, designated solely for seclusion;
- (g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;

(h) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;

(i) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and

(j) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

(a) The public at the entity's main office and the website of the entity;

(b) The school board or governing body overseeing the entity;

(c) If the entity is an education service district, the component school districts of the education service district;

(d) If the entity is a public charter school, the sponsor of the public charter school;

(e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Stat. Auth. 326.051

Stats. Implemented: 2011 OL Ch. 665 (Enrolled HB 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12; ODE 13-2014, f. & cert. ef. 2-19-14; ODE 15-2014, f. & cert. ef. 3-4-14

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Physical restraint” may not be used for discipline, punishment or convenience of personnel of the public education program.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. “Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

(A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,

(B) Less restrictive interventions would not be effective.

Summary Report: 2018-19

Use of Physical Restraint and Seclusion in Springfield Public Schools

Total Incidents of Physical Restraint and Seclusion: 12

Total number of incidents involving physical restraint: 11

Total number of incidents involving seclusion: 1

Total number of seclusions in a locked room: 0

Total number of students placed in physical restraint: 11

Total number of students placed in seclusion: 1

Demographic characteristics:

Race:

African American	1
Asian	0
Multi-Racial	2
Native American/American Indian	1
White	8

Ethnicity:

Hispanic	1
Non-Hispanic	11

Gender:

Female	2
Male	10

Disability Status:

Identified as Disabled under IDEA or Section 504	6
Non-Disabled	6

Migrant Status: 0

English Proficiency:
 0 Students receiving ELL services.

Status as Economically Disadvantaged:
 10 Students eligible for free and reduced lunch.

Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 0 incidents resulted in reported injuries to staff.

Number of students placed in physical restraint or seclusion **more than 10** times in the 2011-12 school year: 0

Steps taken to reduce the use of physical restraint for each student:

In each case, the team debriefed the incident, reviewed the behavior support plan, identified triggers and consequences for behavior, and determined next steps. Following the meeting, the team implemented strategies based on the information collected with the team, including the parents and team members from outside the school system. While the information is confidential, each incident was thoroughly documented as part of the required, formal process.

Number of incidents in which personnel administering physical restraint or seclusion were not trained: 1

E. 2017-2018 Oregon English Language Learner Report

The 2017-18 Oregon English Language Learner Report is an annual publication required by law (ORS 327.016). This report is intended to provide the Oregon State Legislature and interested stakeholders information on the current state of English language learners (ELLs) enrolled in Oregon public schools.

The report identifies two groups of ELL students, one being current ELLs identified as qualified for an EL program during the 2017-18 school year and former ELLs who were qualified for an ELL program in a prior school year but not in 2017-18. Overall, for 2017-18 the Department identified 51,962 students as current ELLs (9% of overall enrollment) and 53,329 former ELLs (9.3% of overall enrollment). ELLs in Oregon speak 66 different home languages with Spanish and Russian the most frequent languages of origin. To provide context for the key indicators, additional data is provided, including year-to-year comparisons, breakouts of districts identified as target and transformation districts as part of work around House Bill 3499, and comparisons to students identified as never English language learners.

The report consists of 25 indicators divided into four parts:

- Part A of this report identifies the total amount of funding allocated to the districts from the State School Fund for students who are eligible for and enrolled in an English Language Learner Program as provided by in ORS 327.013.
- Part B of this report is an overview of the demographics and basic information about current and former ELLs in the State of Oregon such as dual identifications, the average number of years students have been enrolled in English Language Learner programs and the average number of years the students have attended their current schools.
- Part C summarizes measures of student success for current and former English language learners. This includes assessment data for the English Language Proficiency Assessment for the 21st Century (ELPA21), Smarter Balance Assessment Data, the 5-year graduation rate and post-secondary enrollment.
- Part D of this report provides additional data related to current and former ELLs in the state of Oregon. These data, not categorized elsewhere in the report, look at the breakdown of ELLs by grade, percent of ELLs who exit ELL Programs by grade, regular attenders, 9th grade on track, discipline incidents and the Oregon State Seal of Biliteracy.

Key Findings

- In the aggregate, school districts spent the same amount on ELL programs as they received for those programs through Oregon's school funding formula: \$190.7 million in revenue and \$190.2 million in spending. However, 86 districts spent less than they received through the funding formula and 55 districts spent more. Those spending less spent only 76 percent of their ELL formula revenue on programs for ELL students, while those spending more spent 116 percent. Most of the funding was used directly for ELL programs (78 percent) with the remainder spent on related services for ELL students such as transportation and student support services.
- Current ELLs are identified as more likely to be economically disadvantaged (89 percent) than former ELLs (80 percent) while both are significantly more likely to be economically disadvantaged than students identified as never ELLs (47 percent).
- Current ELLs were identified as being more likely to be homeless (5 percent) than both former and never ELLs (both less than 5 percent).
- Statewide in 2017-18 students dually identified as a current or former ELL and as having a disability and receiving special education services fell significantly from prior years with 15.4 percent of current and less than 5 percent of former ELLs being dually-identified.
- For both the math and English language arts assessment, former ELLs perform dramatically higher than current ELLs. For the math assessment, the largest gap is in elementary schools while for the English language arts assessment the largest gap is in high schools.
- For growth in math assessment scores, current ELLs in grades 6 through 8 are in the 46th percentile, slightly below the median for all students, while former ELLs are in the 53rd percentile, slightly above the median.
- Statewide, 65 percent of current ELLs graduate within 5 years. In contrast, a much higher percentage of former ELLs—83 percent—graduate within five years, 3 percentage points above the 80 percent rate for never ELLs.
- After high school, 38 percent of current ELLs and 49 percent of former ELLs enrolled in a post-secondary institution within 16 months of graduation. The rate for all students was 64 percent.
- Nearly 70 percent of all ELLs are in kindergarten through 5th grade. Nearly half exit ELL status by the end of 4th grade, while 80 percent exit by the time they reach high school.
- Current ELLs are also equivalent to the statewide average for never ELLs (both 80 percent) for regular attendance (attending more than 90% of school days) while 77 percent of former ELLs are regular attenders.
- 70 percent of current ELLs were on-track to graduate high school within four years by the end of their 9th grade year while 84 percent of former ELLs were on-track, just one percentage point below the on-track rate for never ELLs.
- Former ELLs drop out of high school at a lower rate than both current ELLs and never ELLs.
- Of the 1,621 students who received the Oregon Biliteracy Seal, 885 were current or former ELLs whose primary language was not English and 708 were native English speakers who learned another language (data was missing for 28 students).

MOTION: Ms. Raven moved, seconded by Mr. Mann, to approve the Consent Agenda.

The motion passed 4:0.

Dr. Hernandez wanted Mr. Collins to give the Board more information on the 2017-2018 Oregon English Language Learner Report. Mr. Collins said that it was a fifty-four page report, and that Mr. Hamilton should be able to answer any questions Dr. Hernandez had.

Dr. Hernandez said that he was concerned with middle school students when transiting to high school and thought they should talk about it. The topic is something that needed to be addressed correctly. Mr.

Hamilton said that Dr. Hernandez seemed to be referring to the transition of students in the dual immersion program, which is different than the learner report. That being said, he and Mr. Collin had spent a lot of time discussing the immersion issue.

Mr. Hamilton said that the learner report takes a long time to get back, which is why they had just received the 2017-2018 school year report. Mr. Hamilton told the board to look through the packet carefully, and if they wanted to discuss anything they could make time in the agenda. Dr. Hernandez believed they should put the report up on their website, so that the community knows the Board is addressing the issue.

Mr. Bessett added that there had been a couple of emails sent to the Board concerning the dual immersion program and he said that Mr. Collins had responded to the emails and addressed their concerns.

Dr. Hernandez just wanted to be sure that Mr. Hamilton was aware of the history of the program.

6. REPORTS AND DISCUSSION

A. Summer Planning Meeting Agenda Items

Chair Bessett shared that he learned a lot at the Oregon School Boards Association (OSBA) convention he attended in July. He thought the Board needed to figure out how they wanted to organize Board trainings. With a new Board member coming on in the next couple months, it would be the perfect time to start fresh. He added that he would like to have the Board and the Superintendent review the working agreements so all new Board members were aware of them. He would like all Board members to understand the scope of their work.

Superintendent Todd Hamilton said that with the Student Success Act (SSA) and Board trainings on their agenda, they needed to all agree on how to go about the scheduling. He thought they could have a *Roles and Responsibilities* training session for the Board in October, if that worked for everyone, because the new member would have been appointed to the Board. He would talk to OSBA and see if they could send someone down to lead the training. Other conversations for Board work sessions could include:

- a) OSBA Summer Conference debrief
- b) Board meetings – effective procedures
- c) Board and Superintendent working agreements
- d) Board process for responding to email messages
- e) Board goals and evaluation
- f) Superintendent goals and evaluation

He asked if this list was complete and if there was anything else the Board would like to add. If it looked good, Mr. Hamilton said he would work with Mr. Bessett and Ms. Raven to map out a timeline for all the suggested topics and trainings for the year.

Ms. Raven wanted to add the Springfield Public Schools Assessment Overview to the list as another topic they could review. Chair Bessett agreed that they should go over it, since the community did not know a lot about them. Ms. Raven believed it would be helpful to have the overview organized by elementary school, middle school and high school. By doing this, the community would understand the different types of assessments they give, and the reasons they give them. She would like to add this to the list. She said that OSBA had provided a draft for this report that she would be happy to share with Mr. Collins. Mr. Collins thanked her for sharing any documents with him.

Dr. Hernandez wanted to address, with everything going on in the country, how all of our students are scared, and rightfully so. Somehow, the Board needed to figure out a way to start a conversation. Springfield, so far, had been lucky in avoiding the types of issues sweeping the nation, but that there was no reason that they would not be subject to a mass shooting or ICE raids. That shopping mall in El Paso

could have just as easily been the mall in Springfield. Dr. Hernandez noted that this was not something they would be able to solve at one meeting. The Board should come up with something to say to the community, because saying nothing was not an option. Students should feel safe, not only at school, but in the Board Room as well. Dr. Hernandez said that their students, staff and community should feel safe in bringing any issue they have to the Board. Chair Bessett said that everything they do should be done with equity lens and student safety in mind. They definitely need to take time as a Board to speak about the issue. Mr. Hamilton suggested that we needed to have an opportunity in the near future where we could talk to parents and reassure them about feeling comfortable about sending their children to safe and healthy schools.

Mr. Bessett said he hoped that the work the Board was doing supported all our students and families. He asked that Dr. Hernandez inform the Board of anything that the Board should be specifically addressing.

Ms. Raven thought they should have a review and update on the Student Success Act (SSA) and the steps that have been taken and what the steps would be moving forward. Dr. Hernandez said that he was also on the Lane Education Service District (ESD) Board, and that there would be a tool kit available soon to help figure out the details of the SSA. Superintendent Hamilton said that they would be closely monitoring the issue as it moved forward, and new information would be given at every meeting. They wanted to ensure that they were taking care of all the students. Mr. Hamilton suggested that this be a standing update on the Board agendas moving forward.

Ms. Raven thought they should ask OSBA for support for items d-f of the list of Board topics for this year that was shared earlier this evening.

B. Superintendent Communication

Superintendent Todd Hamilton shared that they would have a conversation in the district on equity work based on the OSBA preconference discussion. He said that the district wants to be strategic about how we move forward with our equity work and be ready to share an update with Dr. Hernandez about how we will partner with the community. He had been working with Mr. Collins on setting up the conversation. Staff would share regular updates with the Board.

Dr. Hernandez clarified he just wanted to speak openly and with transparency about the issues. The Board needed to focus on working together so they could be on the same page. It is only by doing that that they will be able to make progress. Equity needed to be focused on not just one category, but on all our children regardless of their race, how they dress or their sexual orientation. All students should be supported at every level of education. It is important for all students to know that they are all cared for. Dr. Hernandez hoped the community would continue being patient with them through this process.

Superintendent Hamilton said that United Way of Lane County reached out to the lane superintendents and were interested in how they could help out in the district. He said that even though he had only been in the district for five weeks, he had had the opportunity to get together with so many people and organizations. He said he was excited for what was coming up.

Superintendent Hamilton had looked into the districts mission, and thought they should talk about what a “life ready student” looks like when they walk across the stage. He said it is important for the Board and the community to have a collective image of what they wanted that to look like.

Superintendent Hamilton shared that all the principals in the district had gathered together the previous week. The Instruction department team did an excellent job engaging and energizing the principals and their focus on student success. He expressed how happy he was to have been invited to the meeting and given the opportunity to get to know the principals.

Superintendent Hamilton let everyone know that there would be a Back to School BBQ at Thurston High School on August 29, 2019. He invited the Board to attend if they were available. On October 3, 2019 there would be an OSBA Regional meeting. If anyone planned on going, they would need to RSVP to Mr. Hamilton or Ms. Bowden. There would also be an OSBA convention from November 14-17, 2019. Superintendent Hamilton wanted everyone to look at their calendars and RSVP if they were free to attend.

C. Board Communication

• Process for Position 5 Board Appointment

Chair Bessett shared that the application for Position 5 on the Board would be posted the week of August 12, 2019 and the application pool would be closed September 18, 2019. He said that interviews would be held on Monday, September 23, 2019. After interviews, there would be a Board meeting where the new member would be appointed. Chair Bessett relayed that there would be more information on the website if anyone wanted it. All information on the interviews and appointments would be public.

Todd Mann asked what the interview process would be like, and if it would be the same process as in the past. Chair Bessett said that it would be the same as when Ms. Webber had been appointed. They would interview all candidates and appoint one of the candidates to fill the seat.

Mr. Mann shared that the learning curve for a new Board member was a bit steep, but the staff had done an amazing job answering his lengthy list of questions. He loves the work that is being accomplished in this district and he is happy to be a part of this work and creating life ready students.

Naomi Raven shared that she was happy with the District Newsletter and wanted to thank everyone for all their hard work. She heard that there were more crosswalks being installed in the vicinity of some of the middle schools in the district.

Dr. Emilio Hernandez shared that he would not be available to attend the September 9, 2019 meeting, and wanted to know if that would interfere in any way. Ms. Bowden explained that the meeting would be a business meeting, so it should be fine. She said the meeting agenda was not set yet, so they could plan the items for approval and discussion knowing that Dr. Hernandez would not be in attendance.

7. OTHER BUSINESS

There was no other business.

8. NEXT MEETING

The Summer Planning Work Session, which was scheduled for August 26, 2019, would need to be rescheduled. They would talk about when to reschedule it at another time. The next regularly scheduled meeting would take place on September 9, 2019.

Dr. Hernandez thanked everyone for listening to all he had to say at the meeting. The past couple weeks had been hard on everyone, but they needed to focus on the future. He welcomed the new administrators and wished them a good year.

9. ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 7:55 p.m.

(Minutes recorded by Lydia Dysart)