

Three Rivers School District Board of Directors met for a special session, Tuesday, February 3, 2015 at the District Administrative Office, 8550 New Hope Road, Grants Pass, Josephine County, Oregon at 5:00 p.m.

PRESENT: Danny York, Board Chair, Zone II
Kate Dwyer, Member of the Board, Zone I PRESENT
Ron Crume, Member of the Board, Zone IV
Ron Lengwin, Vice-Chair of the Board, Zone V
David Holmes, Superintendent-Clerk
Dave Valenzuela, Director of K-8 Education & Technology
Stephanie Allen-Hart, Director of Student Services
Debbie Breckner, Director of Human Resources
Casey Alderson, Director of Secondary Ed., Athletics & Alt. Ed.

ABSENT: Kara Olmo, Member of the Board, Zone III ABSENT

Also Present: Tom Drummond, Sally Yarbrough, Dave Marks, Patricia Krauss and Shelly Quick/Recording Secretary. ALSO PRESENT

Board Chair Danny York called the meeting to order at 5:05 PM and led the audience in the Pledge of Allegiance. CALL TO ORDER

Board Member Crume made a motion to approve the agenda as presented. Member Dwyer seconded and the motion passed unanimously. APPROVAL OF AGENDA

Board Chair York brought forward the revised Consent Agenda. Items in the consent agenda will be approved by a single motion unless a member of the Board or the Superintendent requests that an item or items be removed and voted upon separately. Member Dwyer made a motion to approve the Consent Agenda as revised. Member Lengwin seconded and the motion passed unanimously. CONSENT AGENDA

Superintendent Holmes presented and explained the pathway model *Three Rivers School District—Pathways to the Future* based on an example developed in Washington by Franklin Pierce School District. His vision would be for creating a pathway model within grades 6 through 12. He is asking for two things: 1) a nod from the board that they like it and to keep moving forward because the next step would go into buildings and start talking with staffs. There could even be a difference in how it looks between the three valleys—the same structure but curriculum may differ; 2) there is a component that will require a Career Coordinator in the buildings that would work in our counseling department and career centers that would facilitate a lot of this work with our kids. That portion will be introduced during budget conversations. PATHWAY MODEL

Mr. Holmes shared his philosophy for doing the pathway model: *students who are challenged academically have determined what interests them and identified a life goal that allows them to apply that interest through a pathway, will be most likely to attain that goal and own their own education.*

Key components include:

PATHWAY MODEL
(CONTINUED)

- The model starts in the 6th grade and the importance of math. Interest inventories and community explorations.
- Middle school—student led conferences.
- Freshman year—tracking, identify end goal. Explained the three pathways: technical, academic and honors.
- Freshman year—start building a portfolio (a collection of best works through their four years). *Assignment Reflection*. Student led conferences in Spring.
- *Citizenship and Career Goal Worksheet*
- Sophomore year—mentorship, tours and job shadows.
- Junior year—begin the fifth year plan.
- Senior year—Completed plan (a graduation requirement). Student led conferences for credit. Every kid that walks across the stage has a completed plan for post high school.

Member Dwyer asked how to support the kids who don't have parental support? Mr. Holmes responded that in La Center that had volunteers from the community or staff come in to support those students.

Mr. Holmes explained that his perspective in getting this off the ground next year is we would do this through our career centers. We wouldn't involve staff the first year as a whole, unless they request to participate. There was additional discussion about where best to start the program—middle or high school. Mr. Holmes also plans to bring forward a promotions policy for middle school in March. It sets out a set of standards for students to achieve in order to be promoted to the next grade and explained how this effected graduation rates in Washington. The middle school principals are supportive of the idea.

Mr. Holmes then asked for input on his pathway model. He said that the middle school and high school principals are supportive of it. He encouraged the board to go to: www.lacenterschools.org. Go to the high school, go to *Navigation 101*, and there is more curriculum and links. We have full permission to use anything we want.

Board Chair York said that he likes the idea and then asked about staffing. Mr. Holmes said initially it would be one classified person per valley. That person could make a huge impact getting some of the basic components in place and start working with the kids.

Tom Drummond from College Dreams added that they have about 400 of the district kids, middle school through high school, engaged in each of the valleys. The pathway model is very consistent with what's happening on the ground. They have Jann Taylor working for them now and she has developed a sixth to twelfth grade curriculum that their college and career preparation specialists are using with the kids that are enrolled in College Dreams. They will broaden that out over the next year because they now have a full time career related learning coordinator who can work with the district on this process.

Member Crume stated that he thinks it's a good deal and he is excited about it. He thinks this will increase parent participation. There is a small group of self starters that don't need this, but the vast majority—this is a great tool and a great model to get them on track. He supports it 100%.

Mr. Holmes explained that some of the initial pushback they got at the high school level with this process came from the honors pathway kids who felt they were wasting their time. They took very specific actions to find something for them to focus their energies on, as opposed to doing a lot of the remedial type of paperwork and planning.

Member Dwyer said the first thing that comes to mind for her is are there grants available for this? Mr. Holmes responded that in the state of Washington that's how they got it started.

Superintendent Holmes brought forward policy IIA-AR(2) *Disposal of Obsolete Textbooks*. He explained that there is a mess in buildings of stuff that has been stored for thirty years. They are textbooks without covers. They are things we will never touch and use. They are old and obsolete. This policy will provide direction for a more streamlined ability to dispose of these and get our storage space back. Some of these books may have value to our homeschooling community. He was very purposeful in how he laid out the process. The people that get to decide now include our Site Council people and the school librarian.

IIA-AR(2) DISPOSAL
OF OBSOLETE TEXT-
BOOKS

Member Crume stated his concern with it would be what books? He heard what Mr. Holmes said, that there are books that are thirty years old—but his concern is exactly what books are going to be discarded? Mr. Holmes responded that the first piece is whatever we are currently not using for instruction. Then the next piece is how long has it been since we have not used it? Mr. Crume said that is where his concern lies, because we might not be using it this year because it doesn't align with the Common Core state standards. Mr. Holmes said it has nothing to do with Common Core. He offered to give any of the board members a tour of the rooms. He is talking about stuff that is so old and so out of date that it is not going to be used.

Mr. Crume said that might be some of them, but again, the concern would be some of the other books that might be usable again. The Seattle Times posted that the Washington State Democratic party adopted and signed a resolution to revoke Common Core state standards in the state of Washington. We have a House Bill 2835 on the table right now to... Mr. Holmes interrupted to state that this has nothing to do with Common Core. Mr. Crume said it might not have anything to do with Common Core, but could those books be used a year from now? Mr. Holmes said that if Common Core gets abolished those books will not get used.

Member Dwyer said if anything, the tendency is to retain things—that's why we have these rooms full of stuff that's ancient. She really doesn't think anybody's rushing to get rid of anything with any recent value. The books are shredded and old and dirty and outdated. If anything we tend to err on the side of retaining things.

Mr. Holmes explained that by adding the Site Council, there is a broader piece than just the principal and the librarian making a determination that those books have no value.

Board Chair York asked if they need to move this to a second reading? Mr. Crume said that they should.

Director Alderson brought forward policy IKH-AR—*Credit for Proficiency: High School Level Credit* for first reading. Mr. Alderson explained that this AR is part of the policy IKH that was adopted in December. This AR gives the district structure to align student learning outside of the classroom or prior learning to credit at the high school level. Their hope is that with this policy and AR, they will be able to encourage kids to get out outside of the regular classroom setting and address standards in another learning environment (work experience, on-the-job training, courses at the community college). The structure behind the AR is similar to those of other high schools in our region and puts us on the map to being able to award credit to students that have gained knowledge or been in learning environments that are outside of what we have in our regular school. This is just the first reading, it will be brought back for a second reading next month.

IKH-AR CREDIT FOR
PROFICIENCY

Director Breckner brought forward policies IICC and IICC-AR *Volunteers*. She explained that in the current board policies, there is policy GBDA which does allow for the district to background check people who have direct, unsupervised contact with kids. That applies to employees and volunteers. We currently background check our coaches, our overnight chaperones for field trips—anybody that we know for a fact is going to be alone with kids.

IICC & IICC-AR
VOLUNTEERS

IICC & IICC-AR VOL-
UNTEERS (CONTINUED)

Anyone that's going to be any employee with the district is fingerprinted by ODE.

Ms. Breckner explained that for this new policy she surveyed about fifty districts in Oregon in terms of what volunteer policies they had and took a look at a variety. Every school district she contacted had a volunteer policy. This one is modeled after the policy in Corvallis. One of the things that came up last month was around the Neil Clark (Stafford) issue. We wouldn't have necessarily background checked him had he come in the school. People that volunteer during the day in classrooms are under the direct supervision of staff and are not to be left alone with students. Even then, it was determined there was a possibility, however slight, that he or someone else could end up alone with a student. She surveyed all of the schools and it was determined that there are close to 350 parent volunteers. This policy would change what we are currently doing and we would then background check everybody. Depending on what the board's decision is, there is a service that the district could switch to that would actually once somebody successfully completes a background check, they would be issued a card, almost like a driver's license, that would then be valid for a period of time. This would also enable the information to be shared among all of the schools in the district. Currently, the district is spending about \$4,400-\$5,000 per year. She estimated that by including all of the school volunteers as well our cost would move to \$11,00-\$14,000, depending on how many. The new volunteer forms will advise what types of convictions will not allow you to volunteer in the district. Per the Fair Credit Reporting Act the district has sixty days to notify an individual if something came back on their background check.

Director Breckner stated that it is a solid policy and it is consistent with other districts that she has seen. The current failure rate is 5% which means there are 17 people in our schools right now that would fail. She would need direction from the board as to how often a background check would need to be re-run.

Member Dwyer asked what types of things disqualify a person—where is the line between something minor and something that would disqualify a person? Ms. Breckner responded that an arrest does not disqualify a person—a conviction will. Minor things on your driving record will not kick you out. Your driving record will kick you out if it qualifies as a misdemeanor or a felony. Ms. Dwyer asked if, on misdemeanors, if there was any differentiation between something violent, drug related or child related? Ms. Breckner responded that it separates out felonies A, B and C. If you have been convicted of a class A felony you will never be in a school.

Board Chair York said they will revisit this policy again next month for the second reading.

BBBA—BOARD MEMBER
QUALIFICATIONS

Superintendent Holmes brought forward policy BBBA—*Board Member Qualifications*. Mr. Holmes said that this policy has been revised as per a request from Member Olmo. The updated policy ties in to volunteer policy IICC and the following language has been added: *The individual must also pass the same criminal background check process required for volunteers as noted in Policy IICC.*

Member Crume asked what about administrators, teachers and district employees? Ms. Breckner responded that they are all under the same guidelines. As administrators and teachers, every time they renew their license TSPC runs a background check. Mr. Crume said he would like to see a list of the things that qualifies or disqualifies, because he knows that there are teachers and administrators that have been arrested for DUI or spousal abuse. He believes that the district has hired people with previous felonies. Ms. Breckner said she would send him the list. Mr. Crume also doesn't like having a board member qualification being listed as the same a volunteer position. He thinks you are putting an elected board member on the same plain as a volunteer and he doesn't like the way that sounds—he doesn't like the language.

Member Dwyer stated that when she is out in the community and young people are meeting her as somebody who is involved in school programs and know that she is a school board member that she has access to those kids and they believe that she is someone that they can trust. Outside of school she has an establish rapport and relationship with those kids. They owe it to the community to be sure that the different people that they are representing as being people they are safe with are in fact safe with.

BBBA—BOARD MEM-
BER QUALIFICATIONS
(CONTINUED)

Mr. Crume responded that he doesn't have a problem with that. He has a problem with the language. As a board member, simply being reduced to a volunteer. He then asked what our county Assessor's Office has to say about an elected position—what is the criteria there?

Member Lengwin stated that he went and saw them and they are in charge of elections. They are not in charge of any kind of background checks or anything like that.

Mr. Crume said the other thing is he thinks the board itself should have a vote on this. There should be language in there about the board voting. What if somebody gets elected and all of the sudden there is a problem and the district staff says we can't have them as a board member because of "this or this" but they have been elected by the public. The board should have a vote on the individual.

Ms. Dwyer said she would rather see them reach out to people who file and ask them to do the background check. Yes, she is elected, but ultimately she is here as a volunteer. Mr. Crume said that wouldn't necessarily prevent them from running. Ms. Dwyer said no, but it would make them qualified to serve. Mr. Crume said they wouldn't be disqualified if the board voted on it. Then added that there are a whole lot of gray areas in this policy and he thinks that if they had legal counsel they could turn to and ask—if they had a board attorney, not a district attorney, but a board attorney. This is just one more instance that if they had a board attorney that they could turn to that is looking out for the best interest of the board members who run this school district. Mr. Crume then asked the Board Chair publicly again to make a decision to hire a board attorney so that when they have these issues come up the Board Chair can turn to the Board attorney and give them legal counsel.

Ms. Dwyer stated that she doesn't see any reason why the same attorney they use for the district wouldn't be qualified to answer. Mr. Crume said he can give her 17,000 reasons.

Ms. Dwyer stated that they are just at a first reading. She personally is more than happy to do a volunteer background check and believes there is one on file for her at the district.

Mr. Crume said that then forces you to give your fingerprints. Maybe you are an individual that doesn't want to give fingerprints. You've never been arrested, you've never had any reason to give it, but now you've got to voluntarily hand over your fingerprints. Ms. Dwyer responded then don't serve as a volunteer in the school district. Mr. Crume said you are not a volunteer, you are an elected official.

Board Chair York stated that on the legal end of it he will confer with Superintendent Holmes and they will get an answer back as far as what that would look like if the board would be able to review a possible infraction—is that what they are looking at? Mr. Crume said that everything else is a board vote. They vote on the coaches and they vote on the hires. Mr. York just wanted to understand correctly. Mr. Crume said that if there is somebody that doesn't meet the criteria and the board doesn't want them then they vote to not put them on—it's simple. They do the same thing with any new hires or any coaches. Are they going to have to approve or disapprove volunteers? Is that going to be on the Consent Agenda?

BBBA—BOARD MEM-
BER QUALIFICATIONS
(CONTINUED)

Board Chair York said he has the suggested language change and he will ask the question of that.

Board Chair York recessed the meeting to Executive Session at 6:37 PM.

EXECUTIVE SESSION

Board Chair York called the meeting into Executive Session under ORS 192.660(2)(i) - Superintendent Evaluation.

ADJOURN

The Board returned to open session and Board Chair York adjourned the meeting at 7:00 p.m.

Danny York
Chairperson of the Board

David Holmes
Superintendent-Clerk