

# ROSEBURG PUBLIC SCHOOLS

## *Regular Board Meeting and Executive Session*

Vol. 2 No. 3

August 24, 2016

### **BOARD MEMBERS:**

Rodney Cotton	X
Daniel Endicott	X
Joseph Garcia	X
Rev. Howard Johnson	X
Charles F. Lee	X
Paul E. Meyer	X
Steve Patterson	X

### **ADMINISTRATION:**

Gerry C. Washburn, Superintendent	X
Richard Burton, Director, Student Services	X
Robert Emerson, Director, Teaching & Learning	X
Robert Freeman, Director, Human Resources	X
Cheryl Northam, Chief Operations Officer	X

## ***MINUTES OF THE REGULAR BOARD MEETING***

**TIME/PLACE:** A meeting of the Douglas County School District No. 4 Board of Directors was held on Wednesday, August 24, 2016, at 6:00 p.m. in the administrative office Board Room at 1419 NW Valley View Drive, Roseburg, Oregon.

**CALL TO ORDER:** Board Chairman, Charles Lee, welcomed attendees and called the meeting to order at 6:00 p.m., and asked Student Services Director, Richard Burton, to lead the Pledge of Allegiance.

**ATTENDANCE:** All Board members and cabinet members were in attendance. No media representatives were present.

**REVIEW OF AGENDA:** Superintendent Washburn announced the addition of Surplus Items and two additional employment recommendations to the Consent Agenda; Agenda Item No. 2, Approve Memorandum of Understanding with the OSEA; and the addition of an Executive Session immediately following the regular meeting to discuss negotiations, pursuant to ORS 192-660(2)(d).

**COMMUNICATIONS TO THE BOARD:** Superintendent Washburn announced that there are no licensed resignations to report to the Board.

**CONSENT AGENDA:** The Consent Agenda this evening included Minutes from the August 10th Board meeting; personnel transactions; and Surplus items.

Human Resources Director, Robert Freeman, presented employment recommendations as follows:

- Catherine Follmar, Autism Specialist for Student Services;
- Jenny Friedman-Gaskins, Learning Specialist at Fremont and Joseph Lane Middle Schools;
- Johnathon Hatton, Sunnyslope Elementary School Fourth Grade Teacher;
- Stephanie Neyhart, Fullerton IV Elementary TAP Teacher (temporary for the 2016-17 school year);
- Tyree Norman, Fir Grove Elementary Fourth Grade Teacher;
- Timothy Sensabaugh, Fremont Middle School Sixth Grade Math Teacher; and
- Randy Smolensky, Special Education Teacher in the DLC at Roseburg High School.

Mr. Freeman commended staff members for continually working hard to fill positions this school year.

Director Patterson moved to approve the Consent Agenda. Director Endicott seconded. Chair Lee questioned of Ms. Neyhart was replacing herself, and Mr. Freeman acknowledged that Stephanie Neyhart had created the TAP position at Fullerton IV., and felt compelled to return and fill in while the District continues to find a full time replacement following her retirement, and we are grateful for her willingness to step in. The Motion passed unanimously.

M2-23 Approved the Consent Agenda

**PUBLIC PARTICIPATION:** There was no public participation at this time.

#### **CONTRACT RATIFICATION WITH ROSEBURG EDUCATION ASSOCIATION**

Mr. Freeman explained that the bargaining teams for our licensed employees agreed upon steps and columns for 2016-17, raising the insurance cap to \$1,088 per month, and increasing the opt-out stipend to \$419 per month.

Director Endicott moved to approve the contract ratification with the Roseburg Education Association for 2016-2017. Director Garcia seconded. Chair Lee confirmed that the agreement included no COLA. Director Endicott commented that the negotiations were conducted in a very professional atmosphere and the REA did a wonderful job representing themselves. Meetings were amicable with good communications, and the parties were able to reach resolution. The Motion passed unanimously.

M2-24 Approved contract ratification with the Roseburg Education Association (licensed staff) for the 2016-17 school year

#### **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) WITH THE OSEA**

Mr. Freeman explained the expansion of providing free breakfast in some of our schools resulted in the increase of minutes for some food service staff members. This had been proposed as temporary, but the Business Operations staff pointed out that this could potentially harm some employees as they would not advance on insurance benefits. The minutes were added so that this program could flourish and increase student participation. If the program is not successful, minutes would have to be reduced and we don't want to risk a rift situation. To protect the employees whose minutes were added to support the free breakfast, these minutes will now be regular hours. The Roseburg OSEA President, Judy Kulluson, has agreed to this recommendation.

Director Patterson moved to approve the Memorandum of Understanding (MOU) with the OSEA regarding minutes added to food service staff time in support of our free breakfast program. Director Endicott seconded. Chair Lee inquired how long the agreement lasts, and Mr. Freeman indicated it is effective through the 2017-18 school year. Mr. Lee stated that it sounds like a fine example of cooperation. The Motion passed unanimously.

M2-25 Approved Memorandum of Understanding (MOU) with the OSEA

**POLICY IGAEB: DRUG, ALCOHOL AND TOBACCO PREVENTION, HEALTH EDUCATION – SECOND READING AND**

**ADOPTION:** Student Services Director, Rick Burton, presented OSBA’s proposed revised policy sharing that we are primarily updating our drug prevention program. After a lengthy presentation on the use of synthetics, vaping and marijuana, the Board approved the First Reading on March 16<sup>th</sup>.

Director Endicott moved to approve Policy IGAEB: Drug, Alcohol and Tobacco Prevention, Health Education for Second Reading and Adoption. Director Paterson seconded and the Motion passed unanimously.

M2-26 Approved Policy IGAEB: Drug, Alcohol and Tobacco Prevention, Health Education for Second Reading & Adoption
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**TUITION INCENTIVE PROPOSAL**

Mr. Freeman shared the alarming trend in the State of Oregon and throughout the nation of school districts struggling to recruit qualified staff. Certain positions are particularly hard to fill due to them being specialized classrooms. This proposal was initially discussed in Cabinet and then at the August 19<sup>th</sup> Administration and Personnel Committee Meeting (A & P) pursuant to a person needing to return to school to become certified in Oregon. At Cabinet, it was decided that the Board needed to be involved in a discussion of a change in philosophy regarding recruitment and retention of employees.

Research throughout the state indicates that it is now common for districts to do different things to entice people to come to their district, including having conversations with high school students to encourage them to pursue a career in education by promising positions once they complete the program. Reimbursement for masters programs are pro-rated. Our A & P Committee met and suggested the proposal come to the entire Board for direction on moving forward. Cabinet members are currently reviewing various incentive options to bring back to the Board, and are seeking permission to continue down this path. We have seven individuals who need to go back to schools as they are on restrictive licensure through TSPC. Superintendent Washburn recently attended a meeting at the Ford Foundation, and they are making grants available to districts within our county to help districts with recruitment and retention programs. Our District intends to look for funding sources and ways to sustain an incentive program.

Director Garcia moved to direct administration to further investigate and initiate development of a tuition incentive program for staff to pursue certification in education. Director Patterson seconded and discussion commenced. Director Garcia expressed concern that staff would not know to apply for specific positions they are not currently licensed for. Mr. Freeman explained that all positions are posted and sometimes individuals are asked. Mr. Burton shared that the Douglas ESD requires a bachelor’s degree for sub teaching, and some individuals believe they can then apply for licensed positions. Mr. Freeman explained that if a position has been posted for months and we fail to recruit a licensed person, or if a person backs out after accepting the position, this would potentially trigger a next level situation where we would consider offering an incentive. It would not be automatic. Director Garcia suggested that an existing employee not licensed in a particular area who can’t afford further education should be considered for such situations. Mr. Freeman concurred that those are discussions we will need to have. Director Johnson asked if this conflicts with current contracts, and Mr. Freeman responded that it would not conflict with the current CBA. Director Johnson further inquired what would occur if the employee failed to meet the qualification and terminated; i.e., would the district get funds back? Mr. Freeman explained that this would be a part of any proposed agreement. Other districts have indicated that such an experience is rare, but agree that it is difficult to recoup.

Director Johnson also expressed concern about free untaxable income. Mr. Burton noted that employees typically are required to submit evidence of passing grades and courses in order to receive reimbursement.

Chief Operations Officer, Cheryl Northam, offered to conduct further research, but shared that if the employee pays the tuition, that is considered a deductible expense. Superintendent Washburn offered his experience that he has previously seen this considered PD and therefore not taxable.

Director Meyer suggested that Director Johnson's concern is about having a person under contract who goes to school and subsequently goes to work for someone else. Rather than having them pay it back, is debt forgiveness taxable? He also requested a slight change in wording in the A & P minutes. Director Meyer shared that the A & P Committee consensus was that this proposal would be a good thing, and the initial focus should be in Special Education to help individuals become certified. They also suggested finding sources other than the existing Tuition Reimbursement Program to fund this. A year's coursework for a Master's program can be as much as \$25,000. Chair Lee shared his recollection of conversations in the past regarding HQ teachers in the technical fields where they can make more outside of education. He would be interested in hearing the scope of a proposal plan.

Director Cotton emphasized that we need to realize that this is not just Sped, it's a recruitment dilemma throughout the state. He shared that Albany School District is hiring people with Associates Degrees to teach, and surrounding districts are short positions for this school year. Mr. Cotton would be in favor of developing a program, recognizing that fewer students are going to school to become teachers. Director Cotton further suggested that the District investigate "voucher" programs such as the one his daughter, Chelsea, took advantage of. He will be very interested to see what proposal is ultimately brought forward.

The Motion passed unanimously.

M2-27 Directed administration to begin drafting a tuition incentive program for employees to pursue their certification in education

#### **POLICY BBAA: INDIVIDUAL BOARD MEMBER'S AUTHORITY AND RESPONSIBILITIES, For Second Reading and Adoption**

Superintendent Washburn related that the Oregon School Boards Association (OSBA) is conducting a review and rewrite of their generic policies and recently completed review of Section AB, and is recommending updates to Policy BBAA. This policy was approved for First Reading on August 10<sup>th</sup>.

Director Garcia moved to approve Policy BBAA: Individual Board Member's Authority and Responsibilities, for Second Reading and Adoption. Director Endicott seconded and the Motion passed unanimously.

M2-28 Approved Policy BBAA: Individual Board Member's Authority and Responsibilities, for Second Reading and Adoption

#### **POLICY BD/BDA: BOARD MEETINGS, For Second Reading and Adoption**

This policy was originally adopted in 1989, and revised in 1991, 1995, 1997, 2009 and 2010. Superintendent Washburn shared that further information needs to be gathered from OSBA regarding electronic communications, and suggested that this reading be placed on the agenda for the September 28<sup>th</sup> Board meeting.

Director Garcia moved to add Policy BD/BDA: Board Meetings, for Second Reading and Adoption, to the second Board meeting in September. Director Endicott seconded and the Motion passed unanimously.

M2-29 Policy BD/BDA: Board Meetings, Second Reading and Adoption, was tabled to the September 28<sup>th</sup> Board Meeting

**SUPERINTENDENT’S REPORT (Including Annual State of the District Report):** Superintendent Washburn shared his first annual State of the District Report with the Board. Mr. Washburn acknowledged the efforts of Interim Teaching & Learning Director, Jeff Plummer (now retired), for compiling 71 pages of data on the District, including tests, suspensions, etc. Mr. Washburn reviewed specific data on the Class of 2016, 8<sup>th</sup> through 12<sup>th</sup> Grade students who were due to graduate this past June. Of the 527 students who enrolled at some point during 8<sup>th</sup> Grade, 60.91% completed their studies; 15.55% moved or transferred; 9.30% did not graduate but are still active; 11.76% dropped out, and 2.66% did not complete due to medical or other reasons. The data reflected declining enrollment and level of mobility at each grade level, with many students coming and going. Enrollment dropped by 103 from the start of 8<sup>th</sup> Grade to the 12<sup>th</sup> Grade.

In reviewing the results of the research conducted by the Institute for Research and Reform (IRRE) made possible by the Ford Foundation, Dr. Washburn celebrated student academic confidence and engagement, as well as teacher engagement. He discussed the need for improvement in helping students understand what their teachers expect from them in order to achieve success. He also shared the District focus to enable our principals to increase time spent in classrooms to observe and provide guidance to instructional staff. Survey results from staff and parents showed similar objectives, and helped define District goal setting. Mr. Washburn shared the following goals that resulted from this valuable process.

- All students graduate
  - Find ways to engage – kids need to find something to connect them to the school.
  - We need more pathways. Randal Olsen is working on offering different pathways.
  - Build foundation Pre-K-3 – establish solid foundation to put kids on track to graduate.
  - Respectful environment
  - Staff need more training in Adverse Childhood experience (Eric Jensen’s work) to understand what drives student behavior and how to work with kids on those behaviors.
- All students and staff experience a safe and respectful environment every day
  - Give parents training on how to be parents. We have to provide those kinds of opportunities either through community services or partnerships.
- All students will grow academically every year
  - Teachers need to be able to measure academic growth over time tied directly to what is being taught.
- All students and staff will attend school 90% of the time.
  - Improve chronic truancy rate – 25% is too high
  - Staff attendance needs to improve
  - Staff have been pulled out of classrooms for training – design training so that teachers can model attendance, particularly at the elementary level. Send message that attendance is important – my teacher is here.

Key take-away's from the IRRE Data included:

- ❖ Academic Confidence: 11% of students were in the Risk Category. 89% believe they will be successful and have a pathway forward.
- ❖ Academic Engagement: 74% of students feel that school is important and they value education.
- ❖ Teacher Expectations: Only 20% of the students feel that they understand what teachers expect from them to be successful students; kids don't know the pathway to success.
- ❖ Teacher Engagement: 6% of teachers reported low engagement with their work. The vast majority are engaged and committed to their craft.
- ❖ Classroom Visits: 49% of teacher responses were in the Risk Category indicating that they did not feel the system of classroom observations and feedback was adequate to help them improve. In response to this data, we are creating a system with Larry Rich to allow principals more time in the classrooms.

Mr. Washburn commented that it's amazing to have access to this quality of data at no cost to the District, and it's an incredible gift from the Ford Foundation, who will make it available for the next three years as well. This is incredibly important to our District.

Dr. Washburn also shared his admiration for staff and administrators as they reviewed the IRRE data, and they will be talking to their staff. They recognize that we can't ignore some of the negatives, and will need to be reflective about where we are at. He also commended Fremont Middle School Principal, Ben Bentea, for the work done this year in taking prep time and gathering groups of teachers together to look at specific things in other classrooms such as student engagement. This is how to drive improvement in the buildings and make us better at what we do. RHS Principal, Jill Weber, has done incredible work with her math groups. Staff meet and talk a lot, take their work seriously and are very committed to what they are doing. He emphasized that as we view the data, it's important to not lose sight of the positives.

Dr. Washburn also shared the need for the three R's:

- Retention of students to completion;
- Recruitment and retention of quality teachers; and
- Respect of self and others – important to model across the District

District and state test data results were shared, with Mr. Washburn cautioning that results reflect a snapshot in time and is in essence a systems check on how effective your overall system is. As we move to ESSA, there will be an emphasis on the entire educational experience rather than just reading and math. We do not know yet how we compare with similar size districts in Douglas County. While both elementary and middle school lagged behind, RHS is significantly above state averages. Director Cotton inquired how lower grades can be so low compared to state averages, and Mr. Washburn reflected his perception that this is foundational, K-1-2. We have had a huge focus on remediation and you see the results at RHS. If we focused on developing foundational skills, we might see 3<sup>rd</sup> Grade perform at a higher rate. This is a deep issue requiring hard conversations. He likened it to building a house; having a strong foundation vs. having a bad foundation and having to start completely over.

Surveys were conducted earlier this year with both staff and student families. Math studio last year was directly in response to staff requests. Staff desires the ability to make adjustments in how to deliver curriculum. Behavior supports are needed as student needs have exceeded teacher training. Director Cotton expressed that parents need to be involved too, and we need to courage parents to support their kids at home.

The admin team has discussed goal setting:

- End Goal (system wide) that all students graduate
- Daily Goal (building wide that buildings adapt to their area)
- Student Goal (individual that ties to the daily and end goals)

The superintendent shared 2007 learnings from McKinsey and Company, “Three things matter most: 1) getting the right people to become teachers; 2) developing them into effective instructors; and 3) ensuring the system is able to deliver the best possible instruction for every child.

Superintendent Washburn reflected on what he and RHS Principal, Jill Weber, have discussed many times, the fact that while the high school gets the credit for drop-out students, while those students have made that decision early on. This is essentially a District issue and system problem, not a high school problem. As a result of those conversations, Principal Weber and her team are working hard to identify freshmen with credit deficits.

Our District offers Technology, Art, CTE, All-Day Kindergarten and solid athletic programs. We would like more enrichment programs for the elementary and middle school students. We have to remember that if we have 480 kindergarten students, our commitment has to be that every one of them will have the opportunity to graduate and celebrate the start of the race. Less than 1/4 of life is over when a student graduates and they need the skills to be on a path for future success.

Dr. Washburn shared his mantra since entering education:

“Many things can wait.  
Children cannot.  
Today their bones are being formed,  
Their blood is being made,  
Their senses are being developed.  
To them, we cannot say tomorrow.  
Their name is today.”

Gabriella Mistral aka  
Lucila Godoy y Alcayaga  
1889-1957

In summary, Dr. Washburn reflected that we will be talking about professional development and how staff can have a voice in the system. Ford Foundation will be assisting us with a Pre-3 focus through IRRE. We are a good school district, but we have to remember that good truly is the enemy of great. It’s easy to be satisfied with good, and we have to be committed to being excellent. This is how our kids will become committed to being excellent. We can take pride in our truly exceptional kids; for example, the “Solarize our Schools” presentation. But there are kids we don’t want to be invisible and have to be able to meet their needs.

**INDIVIDUAL DIRECTOR’S REPORTS:** Director Meyer shared that he recently spoke with former Superintendent, Larry Parsons. Dr. Parsons and his wife have built a new house and moved to Yakima, Washington. Their Roseburg home is scheduled to close this month. They are settling into retirement in Yakima, where some of their grandchildren reside.

Director Garcia inquired if we had taken a look at how often we are taking teachers out of the classroom during the school year, noting that subs are not trained in curriculum. Teaching and Learning Director, Robert Emerson, assured him that he would be reviewing that. The superintendent shared his belief that PD is



absolutely critical, but we have to find ways to grow teachers while still supporting the instructional piece. Director Garcia added that time has been spent over the years on poverty-focused conversations. Noting that not all students who struggle are based on poverty, he encouraged staff to learn to respond to other areas of emotional development. Superintendent Washburn responded that the reason Eric Jensen's work appeals is that the strategies can be used for all children. Poverty is only one piece of the challenge we have to face. Our narrative never focuses on what we are doing well. Our focus needs to become designing an instructional program that meets the needs of all kids.

Director Patterson thanked the superintendent for his presentation, and shared his disbelief that we are on the verge of starting another school year.

Director Cotton noted that one of his favorite Board meetings was the presentation by IRRE. He requested that at some time in the future Superintendent Washburn provide his opinion on early release days.

**PUBLIC PARTICIPATION:** There were no audience members wishing to address the Board.

**ADJOURNMENT:** The Regular Meeting was adjourned at 7:39 p.m.

**EXECUTIVE SESSION:** The Board convened into Executive Session pursuant to ORS 192.660(2)(d) to discuss labor negotiations at 7:45 p.m.

**REGULAR SESSION:** The Board reconvened into Regular Session at 8:02 p.m.

**ADJOURNMENT:** With no further business before the Board, Vice-Chair Lee adjourned the regular meeting at 8:02 p.m.

**Gerry C. Washburn, Superintendent**

GCW/jlk

**NEXT MEETING:** The September 14th School Board meeting will be held at the administrative office Board Room.