



Roseburg Public Schools

Roseburg, Oregon

Student Services Committee		11:00 AM		November 12, 2019	
X	Rebecca Larson, Committee Chair		Jared Cordon, Superintendent		
X	Charles Lee	X	Richard Burton, Director of Student Services		
X	Micki Hall	X	Melissa Roberts, Administrative Coordinator		
	Joe Garcia (Alternate)				

Summary of the Student Services Committee meeting held on Tuesday, November 12, 2019 at 11:00 a.m. in the District Office Board Room.

Committee members present were Chair Rebecca Larson, Director Charles Lee and Director Micki Hall. Administrators present included Director of Student Services, Richard Burton and Administrative Coordinator, Melissa Roberts.

Call to Order: Committee Chair Larson called the meeting to order at 11:05 a.m.

Review of Agenda: There were no requested additions to the agenda.

Mr. Burton reported that the Roseburg School District has 730 Special Ed students enrolled in one or more of the thirteen categories that a student with disabilities can qualify for. These include both low and high incidence disabilities. He noted that we have numerous programs to support student’s needs but most importantly they should be served in the least restrictive environment. Districts are obligated to use their resources to serve children in settings with their peers as much as possible. The goal is to only pull children out of a classroom setting in isolated cases, which is called specially designed instruction. This is where an IEP is determined. From the IEP placement determination is established which is called eligibility. The next part of a student’s placement is how we are going to serve them and where. Rick shared that we can serve children uniquely in any setting, but typically with specialty designed instruction, the student will be pulled out more often and put into a smaller setting.

Programs:

LRC: The Learning Resource Classrooms are for students that have a pattern of strengths and weaknesses and have average IQ’s between 90-109. Typically, these students have been impacted by situations that affect their academic achievement which then impacts their learning.

SLC: The Secondary Learning Classrooms are for students who have between 1 ½ to 2 standard deviations below the need and intelligence. One standard deviation is 15 points off an IQ. The Second standard deviation is 30 points off a 100 average IQ resulting in a 70 IQ. This would contribute to the means and the student would struggle academically.

DLC: The Developmental Learning Center is for children who have upwards to 2 ½ to 3 deviations below their mean. These students typically have profound learning disabilities due to several conditions which could include intellectual disabilities, formerly known as mental retardation, now classified as intellectually disabled.

TAP/SUCCESS: TAP is the turnaround program which is specifically designed for youth with emotional and reoccurring mental health needs typically beyond normal adolescent development. This can cause learning disabilities and result in some form of mental health issues. This is the most restrictive behavior classroom and students receive mental health support and counseling along with instruction. TAP is offered in the District's Elementary and Middle Schools and the SUCCESS program is offered at Roseburg High School.

Rick explained that eligibility can change depending on a student's growth, and that students might not be permanently placed in one program.

Chair Larson asked if transportation is provided for special ed students that live out of their home school's boundary. Rick stated that after a student is evaluated and it is determined which program is appropriate for that student, bussing is provided.

Melissa Roberts shared that there are three elementary schools that have DLC classrooms: Fir Grove having the most significant needs program; Melrose with a moderate needs program; and Sunnyslope where higher functioning students who sometimes are mainstreamed or are served in the LRC program.

Director Hall asked if there are staffing guidelines in place for special-ed classes. Mr. Burton noted that for every 2.5 students in a DLC classroom there is one Instructional Assistant and that the SRC has no set criteria. Micki then asked if there were national guidelines to follow. Rick stated that staffing for the DLC classrooms was determined by our District and that minimum staffing levels are usually determined by the student's IEP and what level of support that student needs to make adequate yearly progress. The level of staffing is determined depending on student needs.

Rose School: Rick reported that Rose School is the District's Alternative Education site, served by Principal Randal Olsen, 6 FTE licensed staff and one Instructional Assistant and one office manager. At present there are 75 students enrolled with attendance improving due to Randal working diligently with reward incentives. This seems to be working for students who came in with chronic truancy issues and it has made a big turnaround in student participation.

Chair Larson asked if Students opt in or attend by referral. Rick stated that it is both and that students receive a Roseburg School Diploma not a Roseburg High Diploma. Director Hall then asked how students qualify for Rose School. Rick noted that Roseburg High School staff look at incoming students from the middle schools that come in with chronic behavioral concerns. Director Lee asked if they could also have mental health problems. Rick stated that they could have mental health issues and a Mental Health Therapist from Compass works half a day, five days a week with students with chronic behavioral and or mental health needs. Students may opt in without a referral. Often it is due to social anxiety and the desire to develop more relationships with their peers. It is a smaller venue with a formal setting for students who have adaptation problems. Director Hall inquired about what distinguishes Rose School from Phoenix Charter School.

Phoenix School: Mr. Burton shared that Phoenix Charter School offers Career Tech that provides more hands-on learning. An example of this is a work crew that will go out and earn money by participating in the trades. Phoenix is a Charter School with open enrollment and is a Corporation providing service to Bright Works, Deer Creek and other entities in the County. The student focus in the Phoenix Charter School is serving grades 8–12. Rose serves grades 9-12. Phoenix works with lower grade students as well, which helps keep students

enrolled in cohorts and has improved attendance rates and developed stronger student retention rate. The earlier enrollments are designed to maintain the goal of academic support early on while establishing relationships. There is a total of 225 students enrolled at Phoenix with 130 students from Roseburg Schools. We have a cap of 130 students allowed at that site. It is an open Charter School which serves 12 other districts in Douglas County. Chair Larson asked if Phoenix gets funding from our district. Rick explained that the Roseburg School District collects 95 -5 ADM.

Director Larson expressed concerns about Rose school because of the teacher/student ratio, poor attendance, low graduation rates and operational costs. Director Hall concurred and shared her concern that Rose School has been operating for four years and we are not seeing the results we would like to see in relation to the amount of money being spent for the number of students being served.

Rick explained that 75 students are enrolled but there are students participating in on-line programs which increases the total enrollment. He noted that a total enrollment report would be shared with the Board.

Director Lee shared that historically students who had discipline issues would be placed in an alternate ed program. They would be put in Phoenix and then Phoenix did not want to be a community school. Some of those kids came back to the Roseburg School District and we did not have a place for them. Dealing with Rose School became a solution for placing those students.

Director Hall asked what became of the Step-Up Program. Rick stated that the program became Rose School and took on difficult students. Director Hall then expressed concerns about the District closing Rose Elementary School and now the District has the same cost for the building and feels this should be brought to the Board for further discussion.

Chair Larson expressed concerns that class sizes throughout the district seem high, and the ratio of staff to students at Rose School is high. Also, the cost of a building, utilities, staffing and an administrator's salary plus IA salary and only 12 students graduating creates concern about resources. She wants to see student success but at some point, you also need to balance supports for the kids that are doing their best showing up to school considering our limited resources.

Director Burton suggested that the cost benefit per student could potentially improve by having the alternative ed program on a school campus such as Roseburg High School and that the current programs could be reevaluated.

Personnel:

Staff: Wrap around Services overall development with a focus of addressing problems with students by wrapping around community programs with public schools.

Mental Health Therapists: Director Burton shared that Mental health services in Douglas County are in high demand. Due to the lack of funds the District was unable to provide Mental Health services to all students that needed support. Over time the decision was made to work with the County in providing these services. We now have a system with mental health therapists or skills trainers in almost every school even including Melrose and Hucrest, which are non-Title schools and were not receiving these services. Finding the right staff to meet the need is challenging but huge gains are being made with a 142% increase in students being seen last year to this year. Mr. Burton shared that the program is paying for itself with skills training and mental health services for students with needs. He noted that there is a huge emphasis on staff training and their goal is to teach effectively to both the high and low students.

Training

Para-Pro: Melissa Roberts reported that the Office of Student Services has offered several Professional Development opportunities for District Staff over the past several months. Some of those being PD for elementary CDS teachers and Para-Pro for all District Instructional Assistants, which was a full day training where different topics were presented and discussed.

She noted that the District has 31 Special Ed teachers with 6 new teachers this year. Discussions have taken place to determine how to effectively bring the new teachers up to speed with our Special Ed curriculum and instructional practices.

First Hour Needs:

A presentation was done on First Hour Needs which is focused on meeting student needs at the beginning of the school day. The premise and design are to address that students arriving at school with unmet needs will be distracted, oppositional, and often under perform. If students arrive with unmet needs, they will fight you all day until the needs are met. The interventions are often simple, connecting kids to adults on a caring level and effective. Students may be hungry, tired, angry, etc. In short, if some of those needs are successfully met upon arrival or built into their daily plan, they develop resilience, trust, and deeper connections with staff and peers. The student can have a far more successful learning experience.

Monthly P.D.

Professional Development meetings for Special Ed teachers are held monthly. The first meeting was held in August discussing IEP meetings and the importance of actively welcoming parents and trying to make an immediate connection.

Cadre Meetings are held 1 x ¼ Quarterly. In conjunction with our monthly special-ed staff, we are also providing cadres for elementary teachers. Melissa noted that she has been working with the Department of Teaching and Learning to review curriculum used in our Special Ed classes to ensure it matches our new instructional adoptions. Melissa then concluded that PD is provided quarterly for District CDS teachers.

ADJOURNMENT: The meeting was adjourned 12:23 p.m.

Prepared by:

Debra Beckley, Administrative Assistant