

# ROSEBURG PUBLIC SCHOOLS

## RPS/UCC School Board Joint Work Session & Regular Meeting

Umpqua Community College -Tap'òyt'ha' Hall (TAP)

1140 Umpqua College Road

Roseburg, Oregon 97470

Available via Zoom

Vol 5 No. 18

May 8, 2024

### Board Members:

Rodney D. Cotton, Chair   
Steve Hammerson   
Rev. Howard Johnson, Vice-Chair Exc  
Ann Krimetz Exc  
Michael Leone   
Andrea Miner   
Andrew Shirtcliff

### Administration:

Jared P. Cordon, Superintendent   
Michelle Knee, Assistant Superintendent   
Cheryl Northam, Director of Finance and Operations Zoom  
Melissa Roberts, Director of Student Services   
Jill Weber, Director of Teaching and Learning

## JOINT BOARD WORK SESSION – RPS AND UCC

*May this day mark the beginning of continued partnership as we forge  
Pathways to success for every student, guiding them from classroom to career.*

**TIME/PLACE:** A joint meeting of the Board of Education of both Douglas County School District No. 4 Board of Directors and Umpqua Community College was convened on Wednesday, May 8, 2024, at 5:00 p.m. in the Umpqua Community College Tap'òyt'ha' Hall located at 1140 Umpqua Community College Road, Roseburg, Oregon, in person and available via Zoom link.

**ATTENDANCE:** RPS Board members attended in person with Rev. Howard Johnson and Director Ann Krimetz excused. UCC Board members including Chair Steve Loosley, Guy Kennerly, David Littlejohn, Caroline Lydon, Twila McDonald, and Melvin “Bud” Smith attended in person, with Erica Mills not present. RPS Cabinet members attended in person. No media representatives announced themselves.

**CALL TO ORDER/OPENING REMARKS:** UCC Board Chair, Steve Loosley, called the joint work session to order at 5:00 p.m. He invited all board representatives and attendees to introduce themselves. Mr. Loosley announced that this is the first joint meeting of these boards, and it is deeply symbolic and almost emotional for him, with these individuals representing a symbolism and deep connection with two great leaders connecting to create pathways. This leadership is unheard of and we get to learn more about how we can work and support each other to benefit our community and students. The UCC mission is about transforming lives, and we can do that by working closely together.

RPS Chairman Rodney Cotton then presented unique wooden plaques handcrafted by RPS students with the assistance of Professional-Technical instructor, Gene Castillo, to signify and commemorate this meaningful RPS/UCC partnership. Director Cotton announced that the RPS Board is very happy to be here tonight to further this partnership that is really growing, adding that this has not always been the case, and our leaders are the reason for that. UCC Chair Loosley thanked the RPS Board for the plaque signifying this meaningful partnership.

Umpqua Community College:

*Mission Statement: UCC transforms lives and enriches communities*

UCC President Rachel Pokrandt welcomed attendees to UCC and thanked board members for taking part in the campus tour. RPS and UCC have a long history of working alongside each other in the community, and she expressed pride that

we now are truly starting to integrate handing students off to each other. President Pokrandt explained that she and Jared met for breakfast when they were both relatively new to Roseburg and the community was emerging from the pandemic. Jared and Rachel believe that RPS and UCC students are “all our students”, and embarked on discussion about what it would look like to establish a systematized pathway for students. Instead of students randomly finding their way to UCC, what if a staff position was developed to focus entirely on creating pathways for Roseburg students to have a clear path to UCC, creating a massive return on investment for our local economy, community, families, and of course, students?

RPS Superintendent Cordon congratulated UCC’s Board for hiring an amazing leader, noting that Rachel is delightful to work with. Mr. Cordon reflected upon media’s negativity when reporting on students. He offered that this is the most amazing generation ever, consisting of thoughtful, forward-thinking youth. He concluded that there is not a talent problem in Roseburg – our schools are filled with amazing kids. What we do have is an articulation issue with kids thinking they will receive scholarships and just go away. This is the most connected generation ever, and our students have so many opportunities available. It’s our responsibility to be clear about the pathways here. Our community’s death rate exceeds the birth rate, and that is a problem. We want to make sure our community and businesses can thrive long term. John Maxwell has said, *“Everything rises and falls on leadership.”* Together we can build something unique to encourage students at a young age to identify interests that can lead to high-wage jobs.

Considering that every great design has a great design team, building designs together requires pre-school to post-secondary work. Our P-20 partnership starts early in our 12 schools, beginning with middle school around skill and pathway development. Think about a student’s progress from the time they enter schools and explore skills and interests in our middle and elementary schools. It is intentionally designed for students to earn credit toward becoming a professional, in trades, or moving on to a degree.

*“Great things are not done by impulse, but by a series of small things brought together.” Vincent Van Gogh*

Dr. Prokrandt and Supt. Cordon introduced team members who introduced the current and future roadmap for the P-20 (preschool to college) Pathways Partnership. They explained that our high school students are able to take advantage of “dual credit” courses where they earn secondary and post-secondary credit while being taught by a high school teacher who has been approved by the college to teach the content. Data supports that dual credit students in Oregon typically earn 11 college credits; are more likely to graduate from high school; enroll in college; and persist to the second term in college. Roseburg students participating in this program saved \$615,696 in tuition and fees in 2023-24. P-20 Coordinator, Brett Steinacher, shared the exciting plans for adding 9 additional RHS staff members teaching dual credit next year, with 67 courses and 250 potential credits available to RHS students.

Dual credit is the mechanism allowing students to earn college credit courses for free in high school, setting students on pathways to careers. This supports academic and career acceleration, making sure they can see the pathway and understand they can do this. P-20 Coordinator Brett Steinacher thanked the boards for tremendous efforts in bringing this community together to benefit our children. He asked for feedback on the handout, and Rachel pointed out that this is the work session part where board members are encouraged to work together on what they see in trends, etc. Mr. Steinacher’s approach is to look at this essentially as a roadmap. The intent for to deliver kids into career paths intended to meet workforce needs. They can stay here, work, and return here, benefiting the health of our community.

*“Each and every one of us working together for betterment of community.” Vincent Van Gogh*

#### **STUDENT REPORT:**

A student who has experience with dual credit, Sarah Bryan, agreed to address the boards to share her experience in the CNA program. Sarah reported that she took advantage of dual credit and the nursing program at UCC, and it transformed her life. After graduating from RHS in 2019, Sarah graduated from UCC in 2022. Originally her goal was to become an Optometrist, but after taking health sciences courses, she ended up wanting to become a pediatric nurse. When Covid hit, she knew she wanted to be one of the nursing caring for people and making a positive impact. She took Medical Terminology I and II at RHS, and was fascinated with geographic body work and terms used in the CNA program. The program was time intensive and made her more determined to become a nurse. The program consisted of 80 classroom

hours and 80 clinical hours. The program instructor, Jan Dawson because a big influence and supporter. A Code Blue during her first clinical was hard for a 17 year old student, but drove the desire to be a nurse. A fellow student in the program discovered that she didn't want to become a nurse, so it was beneficial to have exposure early on.

Sarah has been working in the PCU at Mercy Medical Center for nearly two years, coming to love the unit and interactions with people. She reflected that working in a field where you experience a lot, made her what she is today. She expressed appreciation to everyone who made this possible. She has applied for admission to the nursing program, and believes having worked in the hospital for over 18 months will help. She obtained all possible points for her CNA certification. Receiving 30 credits at RHS helped her get her prerequisites done and she now has her Associates Degree. She is awaiting a response to her application, but has her CNA II license and Cardiac Arrhythmia certification. Sarah explained it's been amazing to work at Mercy and see CNA students come through the program and working with nurses who have been there 30 years. The CNA program has helped shape her future and is providing a platform for other students.

**ADJOURNMENT OF JOINT WORK SESSION:** The joint work session was adjourned at 5:00 p.m.

**REGULAR BOARD MEETING:** At 5:30 p.m., Chairman Rodney Cotton convened a brief regular meeting. He again expressed appreciation for the UCC Board for hosting our joint work session this afternoon.

**TIME/PLACE:** This regular meeting took place in the Umpqua Community College Tap<sup>h</sup>òyt<sup>h</sup>a' Hall located at 1140 Umpqua Community College Road, Roseburg, Oregon, in person and available via Zoom link.

**ATTENDANCE:** RPS Board members attended in person with Rev. Howard Johnson and Director Ann Krimetz again excused. RPS Cabinet members attended in person, with Cheryl Northam, Director of Finance and Operations, attending via Zoom. No media representatives announced themselves.

## **ACTION / DISCUSSION ITEMS**




### **REVIEW OF AGENDA / COMMUNICATIONS TO THE BOARD**

Superintendent Cordon welcomed everyone present in person, as well as those who were joining the meeting remotely. There were no changes to the agenda since publication.

### **CONSENT AGENDA:**



The Board considered approval of the Consent Agenda, including approval of the Agenda, surplus items and personnel actions including recommendations for administrative and licensed hires, and notices of resignation as noted below:

#### [Administrative Hire Recommendations for the 2024-25 school year](#)



-  Bill Bartlett, Assistant Principal – Roseburg High School
-  Kevin Hunt, Assistant Principal – Roseburg High School
-  Tim Weber, Teaching & Learning Coordinator

#### [Licensed Hire Recommendations for 2024-25:](#)

##### **Eastwood Elementary:**

-  Traci Martin, LRC Teacher
-  Libby Whited, Fifth Grade Teacher

##### **Fullerton IV Elementary:**

-  Mykenzie Brennan, First Grade Teacher
-  Charlotte Russo, Fifth Grade Teacher (temporary position)

##### **Green Elementary:**

-  Vikki Pennington, Kindergarten Teacher \*\*

**Hucrest Elementary:**

- ✚ Danyelle Hintz, Fourth Grade Teacher
- ✚ Florence Perez, Fourth Grade Teacher

**Melrose Elementary:**

- ✚ Keira Breirkreutz, Fourth Grade Teacher
- ✚ Tayte Church, Fifth Grade Teacher

**Sunnyslope Elementary School:**

- ✚ Melissa Caples, Third Grade Teacher
- ✚ Kirsten Wright, LRC Teacher

**Fremont Middle School:**

- ✚ Michael Hoque, Social Studies Teacher \*\*

**Joseph Lane Middle School:**

- ✚ Bailey Hibbert, Choir Teacher
- ✚ Steve Kiepert, VoTech – Woodshop Teacher \*\*
- ✚ Vern Thompson, unassigned Teacher \*\*

**Roseburg High School:**

- ✚ Kyle Ludwig, Choir Teacher
- ✚ Conor Nehl, Social Studies Teacher
- ✚ Hannah Royal, Science Teacher

**Dept. of Student Services:**

- ✚ Brenda Cunningham, Behavior Specialist \*\*
- ✚ Catherine Follmar, Home Instruction Teacher
- ✚ Kylee Patterson, School Psychologist

**Dept. of Teaching & Learning:**

- ✚ Shannon Grauf, SEL TOSA \*\*

\*\* PERS Working Retired

Notices of Resignation:

- Cassie May, Science Teacher at Fremont Middle School, resigning after one year with the district;
- Camron Pope, Fifth Grade Teacher at Eastwood Elementary School, after 12 years with the district;
- Kaylie Scott, Third Grade Teacher at Green Elementary School, resigning after two years with the district; and
- Grace Tester, STEAM Teacher, resigning after two years in the district.

Unless otherwise noted, resignations are effective at the conclusion of the 2023-2024 school year.

Notices of Resignation for purposes of Retirement / and Working Retired:

- ✚ Scott Greenhow, Fourth Grade Teacher at Green Elementary School, retiring after 16 years with the district.
- ✚ Andrea Phippen, Math Teacher at Joseph Lane Middle School, retiring for PERS purposes after 21 years in the district. Andrea would like to continue working in her position for the 2024-25 school year.
- ✚ Sandy Remington, First Grade Teacher at Hucrest Elementary School, retiring after 16 years in the district.

Congratulations to these individuals retiring after many years of service to the district. Director Steve Hammerson moved to approve the Consent Agenda as presented. Director Andrea Miner seconded, and the Motion passed unanimously.

M5-61 Approved the Consent Agenda

**ACCEPT BOARD MEMBER RESIGNATION:**

Chair Cotton reported that Vice-Chairman of the Board, Rev. Howard Johnson had submitted his resignation and the Board will now officially consider acceptance of that resignation. Director Cotton explained that the vacancy will be announced tomorrow and applications solicited. The Board will then have a special meeting on May 20<sup>th</sup> to hear from any candidates and hopefully make a decision to fill the vacancy. Director Andrea Miner noted that boards may appoint someone to complete a term of office, but the board prefers to provide the opportunity for interested individuals to be considered.

Director Steve Hammerson moved to accept the resignation of Rev. Howard Johnson. Director Michael Leone seconded, and the Motion passed unanimously.

M5-62 Accepted resignation of Rev. Howard Johnson, current serving as Vice-Chairman

**DECLARE VACANCY OF BOARD POSITION NO 3:**

Chair Rodney Cotton then accepted a Motion from Director Andrew Shirtcliff to declare a vacancy in Board Position No. 3, formerly held by Rev. Howard Johnson. Director Steve Hammerson seconded, and the Motion passed unanimously.

M5-63 Officially declaring a vacancy in RPS Board Position No. 3

**ADJOURNMENT OF REGULAR BUSINESS MEETING:** With business items before the Board accomplished, Chair Rodney Cotton adjourned the regular meeting at 5:50 p.m.

**CONVENE RPS BOARD WORK SESSION:** Chair Cotton convened a Board Work Session immediately following the adjournment of the regular meeting at 5:50 p.m.

**BOARD WORK SESSION  
ESSA ACCOUNTABILITY DETAIL REPORT**

Assistant Superintendent Michelle Knee related that in alignment with our Strategic Plan, as a district we will continue to review and discuss data, next steps, and support for all students. Tonight we are looking at accountability data which is a part of the Oregon School Report Card system. These are the more technical details to draw down and look at data that Michelle and Dr. Jill Weber review individually with our school principals. Our purpose tonight is to provide a broad overview and go through a couple of schools together. If the Board desire additional review after tonight’s discussion, further opportunities will be provided. Michelle explained that she would review portions of the manual, and then move into a review of Joseph Lane Middle School, RHS, and Phoenix.

One page 8 of the Accountability Details Policy and Technical Manual, Michelle related that the Oregon legislature required ODE to issue school report cards in 1999, with a few iterations following. The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) in 2015, requiring all states to develop a plan for improving education. The At-A-Glance School and District profile reports should be familiar as they are what you have seen at the schools during our board meetings. Those detail sheets have been in place since 2015. The purpose of the reports is to provide an annual snapshot of school and district performance, improvement, and each school’s identified level of support.

Michelle pointed out that level ratings require a minimum number of students (20) to come up with a number on the report. Otherwise, you will see an \*. On page 10, an explanation of the levels is outlined as follows:

Level	Description
Level 5	State Long Term Goal in 2026-27
Level 4	Halfway from the baseline to the Long Term Goal
Level 3	The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)
Level 2	The 10 <sup>th</sup> percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)
Level 1	Below the 10 <sup>th</sup> percentile

Michelle explained that the jump from Level 1 to 3 is huge. Being in Level 2 does not mean that the students are not improving.

Another important factor to understand are the five inclusion rules on page 13. The Academic Achievement indicator includes the following students:

- Students who are enrolled at the school on the first school day in May.
- Students in grades 3 – 8 and grade 11 who are enrolled in testing.
- Students who are enrolled for a full academic year (FAY).
- Students who have a valid test. (at least five questions answered)
- Students who are not first-year English learners. (first year learners not included)

A table outlining level cuts for indicators is found on page 11. The group acknowledged that this technical data is far different from the At-A-Glance reports, and can be confusing if you don't understand what you are looking at. Jared shared that if a district is serious about care, support, instruction and graduation, they have to understand this. He believes there is value in the Board also understanding the data, and also where improvement needs to happen. To know if your schools are trending up or down. This helps our district assist principals at the building level to help lead the change.

On Page 29, the Indicator Ratings Table summarizes all 12 evaluation indicators for schools. Following that are the overall suggested level of support for the school and the year the school was identified:

- 🚩 "Comprehensive" indicates the school was identified for Comprehensive Support and Improvement (CSI)
- 🚩 Targeted" indicates the school was identified for Targeted Support and Improvement (TSI)
- 🚩 "Not Identified" indicates the school was not identified for either Comprehensive or Targeted Support and Improvement.

RPS has four schools with a targeted student group, including Eastwood, Fullerton IV, Fremont Middle School and RHS. We are working with ODE on how best to support schools in target areas. As an example, in looking at student scores and gap scores for Joseph Lane MS, Jared emphasized the importance of seeing an upward trend line, an indicator that students are gaining proficiency. It's also interesting to look at the 2018 data as you try to look at cohort data, and not just the grade level, as those are different kids.

At RHS, data is a little different as assessments are only taken in the 11<sup>th</sup> grade. We are currently targeted for students with disabilities in the areas of Math, four-year cohort, and five-year completers. A plan for supporting them in the three areas is in place. Director Leone inquired if districts receive additional funding for targeted groups, and it was confirmed that they do not as no additional funding is available. Math is an area of focus for student groups throughout the district. Dr. Weber also confirmed that 9<sup>th</sup> grade on track is another area where we will continue to maintain focus. Director Leone commented that based on the colors in the graph, we are doing good things at the high school. Chair Cotton added that he can sleep better now that he understands that the data trends are positive.

The last report presented was for Phoenix Charter School, currently rated at Level 1 in all areas rated, meaning that they are below the 10<sup>th</sup> percentile. Jared added that they have been identified as comprehensive for at least six years. Being identified as a comprehensive support school, they need the most assistance to achieve the most growth. Board members expressed concern that their Board is looking at this data. Michelle explained that they are required to identify what they are working on in their report to the state, just as we do, but it's their responsibility to know and understand the data. Next year is the last year of the current agreement. Charter school renewal decisions can only consist of 1) non-renewal, 2) five-year renewal, or 3) ten-year renewal. Director Hammerson observed that their data is not trending in the right direction. Jared stated that RPS does provide a tremendous amount of support as we desire all students to show up, grow academically, and graduate. Phoenix staff are invited to all professional learning opportunities and to take part in all the same things that are driving growth in our schools. We can't mandate they take part, but we do offer the opportunity.

RPS supports them as their charter, but we don't direct them as a school. We want all students to be successful, but the difference is that we are not running that school. They have their own Executive Director and their own Board.

Director Shirtcliff expressed surprised at the results as he was under the impression they were showing improvement. Jared explained that while their Star 360 indicator can be informative, there should be parity between these reports. Common assessment needs to be delivered in a common way to look at proficiency.

With this evening's reports concluded, the Board confirmed for Asst. Supt. Knee that they have enough information now to continue reviewing the Accountability Detail Reports on their own.

**Jared P. Cordon, Superintendent**  
**JPC/jlk**

**Next Meeting:** Special Board Meeting, May 20, 2024, at 6:00 p.m. at the central office, located at 1419 NW Valley View Drive in Roseburg, Oregon and available via Zoom.