

WORK SESSION- BOARD OF DIRECTORS MEETING

Wednesday, April 16, 2025 Immediately following Budget Committee Meeting
South Umpqua School District, 558 Chadwick Ln, Myrtle Creek, OR 97457

1. **Call to Order/Roll Check**
2. **Adoption or Adjustment of Agenda**
3. **Superintendent Communication**
4. **Citizens Request of the Board**
 - 4.1. Email from Kyle Reed
 - 4.2. Email from Sharyse Williams
5. **Superintendent Communication**
6. **Integrated plan presentation**
7. **Consent Agenda *(All items may be adopted by a single motion unless pulled for special consideration.)***
 - 7.1. Resignation of Brigit Valeri, Elementary Teacher at Tri City Elementary
 - 7.2. Resignation of Kellyn Goodwin, School Board Member, Zone 3, Position 3,
8. **Action Items**
 - 8.1. Approve 2025-2027 Integrated plan
9. **Announcements**
10. **Board Member Comments**
11. **Board chair closing comments**
12. **Adjourn Meeting**



Superintendent's Reports

April 16, 2025

To: Board of Directors
From: Superintendent, Erika Bare
Subject: Superintendent Reports
Date: April 16, 2025

Summary:

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

Strategic Planning Progress:

On Friday, the leadership team spent the day at the Canyonville Community Center with Gayle from Sudor taking the next steps with our strategic plan. We came up with areas of focus, and brainstormed strategies to help move us towards our goals.

I then spent the last two days with a district team in Estacada doing a district tour. They have much the same context as us and have had tremendous results after their last six years of concentrated effort. They also utilized Sudor Education to help facilitate the work. We learned a ton, and it was wonderful to see what right looks like in action. We also worked as a team to get our next concrete action steps for the strategic plan. It was a very productive and informative trip, and I am more excited than ever to see this work translate into better outcomes for kids over the next few years.

Schedule Update:

Now that we have announced the schedule change for next year, we are fielding the questions and clarifications you would expect with such a change. As you know, 238 Families completed the survey regarding the schedule changes being proposed. On the question of start times, results were evenly split, with more families falling into the agree and neutral than disagree when asked if adjusting the start times is a good idea. A point of confusion is the reasoning for elementary times to be impacted by what most seem to agree is the right move for secondary students. We have some route limitations that require that we run two routes. In order to run both and have them run on time we need an hour between start times. Busses essentially drop off at the first location, and then run their route for the second location. What we have done is swap the first route and the second route to account for the developmental needs of our secondary students. I am consistently reminding folks that we already have students starting this early, it will not be the elementary students as opposed to the secondary students. The reasoning is elementary students can go to sleep earlier and get the required number of hours of

sleep. Because of the physical shift that happens with students in high school, no matter what time they get in bed, then cannot fall asleep earlier. This is why medical organizations including the American Academy of Pediatrics and the Centers for Disease Control advocate strongly that high school students do not start prior to 8:30 A.M. We are listening to the celebrations and concerns that folks are bringing forward regarding the change and are actively problem solving the tension points.

Staffing Update:

I am thrilled to have finalized some important administrative staffing for next year. Ryan Savage is recommended to the board as our next Teaching and Learning Director, and I could not be more excited about what he is bringing to the district level team in terms of knowledge base, heart for kids, and care for this community.

Eric Savage has also been hired as our new Athletic Director. He brings significant experience to this role, having previously served as a teacher, athletic director and coach within Douglas County.

I am thrilled to work alongside such a talented administrative team, and I am confident these two familiar faces will continue to add to our success.

From: Sharyse Williams <sharyse_rn@yahoo.com>
Sent: Saturday, April 12, 2025 2:54 PM
To: Erika Bare <Erika.Bare@susd.k12.or.us>
Subject: Re: Schedule Change for the 2025-2026 School Year

[South Umpqua School District E-MAIL CAUTION:]
This email originated outside of South Umpqua School District. Do not click links or open attachments unless you recognize the sender and know the content is safe

Dear SUSD Superintendent, Staff and School Board,

After much thought and consideration regarding the changes implemented by the school district on the topic of school start times, I felt the need to share a "parent's point of view" on this matter. My husband and I have had 2 children go through the SUSD (youngest is currently a freshman) and we 100% disagree with the changes set forth for many reasons.

First off, why was the survey sent in an email? Most communications from the school are done by mail. Something as important as this should have been sent in the same manner. Several parents, including myself, did not receive the email in our inbox. It was dumped directly into the spam folder. Now, if parents hadn't heard about the survey from another parent, they quit possibly did not know about the email and fill out the survey. This seems very "sneaky" because had it been sent in the mail to every household, I guarantee you would have received more responses.

Second, in the response received regarding the final decision, it was mentioned that 1/2 were either for or neutral in the matter, which would leave the other half as opposed. The neutral parties must be removed from the equation therefore leaving the majority as opposed to the changes. Yet the district still felt compelled to move forward. In my eyes, there should have been a vote (sent in the mail) for every parent to have a say since the change affects us and our children first and foremost.

Children ages 5-13yo require 10-12 hours of sleep where teenagers (14-18yo) require 8-10. Changing the start time for teenagers "sleep cycles" makes no sense. The issue is not that school starts too early for them; the issue is they stay up far too late. Whether on their phone, gaming, scrolling through YouTube or who knows what, they are not going to bed at a reasonable time. Changing to a later start time will only give them 50 minutes to stay up even later. Changing the start time will not improve their attendance or performance. High school is the steppingstone for the next step in their life. Whether it is work or college or a trade school, most start at 8am or earlier. Not everyone will choose to move onto a

swing shift career. Why are we not enforcing the concept of "early to bed, early to rise, makes you healthy, wealthy and wise". I am a firm believer in not enabling bad behaviors. This lack of discipline can be detrimental to their future.

More reasons to keep the times as they are:

1) High school sports will be pushed out even later. My son's basketball practice was ending at 8pm. With the change, will the new end time be 9pm?

2) Bus pickup times will drastically change for grade school age and all of Canyonville. We live out South Myrtle and currently the bus for Myrtle Creek Elementary heads out roughly around 7:30am. If their start time moves up 1hr and 15 minutes, that means the bus will be heading out South Myrtle at 6:15am? How is this a good idea for ages 5-9?

3) School breakfast at 7:15 for children that make it on time? How about the young, single mothers with multiple children in grade school (more common than not) trying to get up and ready and out the door to the early am buses?

4) After school hours for elementary age children. Who are the "community partners" that will be watching these groups of children, for free? Will they have background checks? Finger printing? How are the children getting to these accessible facilities? This topic should have been completely worked out before making any changes. Not make the change then figure it out.

I strongly encourage the school district to reconsider these changes. Why try to fix something that is not broke? The previous school start times should remain as is since they have worked for many, many years.

Sharyse Williams

On Saturday, April 12, 2025 at 01:52:56 PM PDT, chiefaden@hotmail.com <chiefaden@hotmail.com> wrote:

[Yahoo Mail: Search, Organize, Conquer](#)

----- Forwarded Message -----

From: "Erika Bare" <erika.bare@susd.k12.or.us>

To: "chiefaden@hotmail.com" <chiefaden@hotmail.com>

Cc:

Sent: Wed, Apr 2, 2025 at 4:17 PM

Subject: Schedule Change for the 2025-2026 School Year

Dear South Umpqua Families,

We are writing to inform you about an important change to our school start times, which will begin at the start of the next school year. After careful review of research on child development, survey results from our community and staff, and alignment with our district's strategic plan, we are implementing a new schedule designed to better support student learning and staff collaboration.

New Start and Dismissal Times on Mondays, Tuesdays, Thursdays and Fridays (Beginning Next School Year – Sept. 2025):

- Myrtle Creek, Tri City, and Canyonville School: **7:30 AM – 2:10 PM**
- Coffenberry Middle School: **8:25 AM – 3:05 PM**
- South Umpqua High School: **8:45 AM – 3:45 PM**

Rationale for Later High School Start Times: Research consistently shows that high schools students benefit from later school start times due to their natural sleep cycles. Studies indicate that later start times for high school students result in improved academic performance, better mental health, and reduced absenteeism. By aligning our schedule with these developmental needs, we aim to foster greater success for our students both in and out of the classroom.

Community and Educator Feedback: Our decision is based in part on feedback from the recent district survey. Approximately half of the community expressed support or neutrality toward the change. Given the feelings were split, we have decided to move forward with the change based on what the research tells us will be best for students.

Wednesday Early Release: Additionally, we will be making a change to our Wednesday early release schedule by increasing early release time by 45 minutes, allowing for one hour and forty-five minutes dedicated to professional development and collaboration. Survey results indicated that two-thirds of the community were in favor of or neutral toward this change. The new Wednesday schedule is as follows:

- Myrtle Creek, Tri City, and Canyonville School: **7:30 AM – 12:35 PM**
- Coffenberry Middle School: **8:25 AM – 1:20 PM**
- South Umpqua High School: **8:45 AM – 2:00 PM**

Strategic Plan Alignment: These adjustments support our district’s strategic plan, particularly:

- **Pillar 1: Supported and Successful Students**
 - Implementing high-leverage instructional practices across all content areas
 - Providing individual academic and social-emotional support for students
- **Pillar 2: Empowered and Valued Staff**
 - Using data-driven approaches in Professional Learning Communities (PLCs)
 - Aligning vertical and horizontal academic standards
 - Providing meaningful professional development with follow-up and consistent implementation across all schools
 - Offering training for staff on managing diverse student needs

We recognize that changes to the schedule require adjustments for families. In particular, there will be an increased need for after school care for elementary aged students with this change. We are actively working with community partners to make this more accessible to families. We believe these modifications will positively impact student achievement and well-being while providing educators with the support and collaboration time necessary to enhance instructional effectiveness.

Thank you for your continued partnership. Together, we will realize our mission to unlock the unlimited potential in every student.

Erika Bare

Superintendent

South Umpqua School District

Unlocking the *Unlimited Potential* in Every Student

South Umpqua School District 19 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact South Umpqua School District 19 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.



Superintendent's Reports

April 16, 2025

To: Board of Directors

From: Superintendent, Erika Bare
Director of Student Achievement, Kate McLaughlin

Subject: 2025-27 Integrated Plan Application and Preliminary Budget

Date: April 9, 2025

Summary:

The Integrated Program includes applicable grants, goals, outcomes, strategies, budgets, progress markers, and reporting for multiple programs, including:

- Student Investment Account (SIA)
- High School Success (HSS/M98)
- Early Indicator and Intervention System (EIS)
- Career Connected Learning
- CSI/TSI Federal School Improvement
- Early Literacy Success School District Grants (ELSSDG)

School districts are required to:

- Create a new, 2-year plan for the 2025-2027 biennium
- Complete a comprehensive application and preliminary budget
- Present to the governing school board and allow for public comment
- Receive Board approval.

Once ODE reviews and approved the district's application and preliminary budget, the district will work with ODE to set collaborative goals for the next biennium and ODE will issue the applicable grant agreements.

The Board will have a second approval process once SUSD has the grant agreement and approved plan with goals from ODE.

Key Dates: 2025-27 Integrated Plan Timeline

- By April 30, 2025:
 - Present the 25-27 Integrated Plan and Budget to the School Board
 - Post Plan and Budget on Website
 - Submit application, budget, and Board minutes to ODE
- May-June:
 - Participate in collaborative goal setting process with ODE
- July – August:
 - Receive grant agreement from ODE
 - Present grant agreement and final 25-27 Integrated Plan with goals to school board for approval

South Umpqua School District



2025-27 Integrated Application Presentation to Governing Board

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

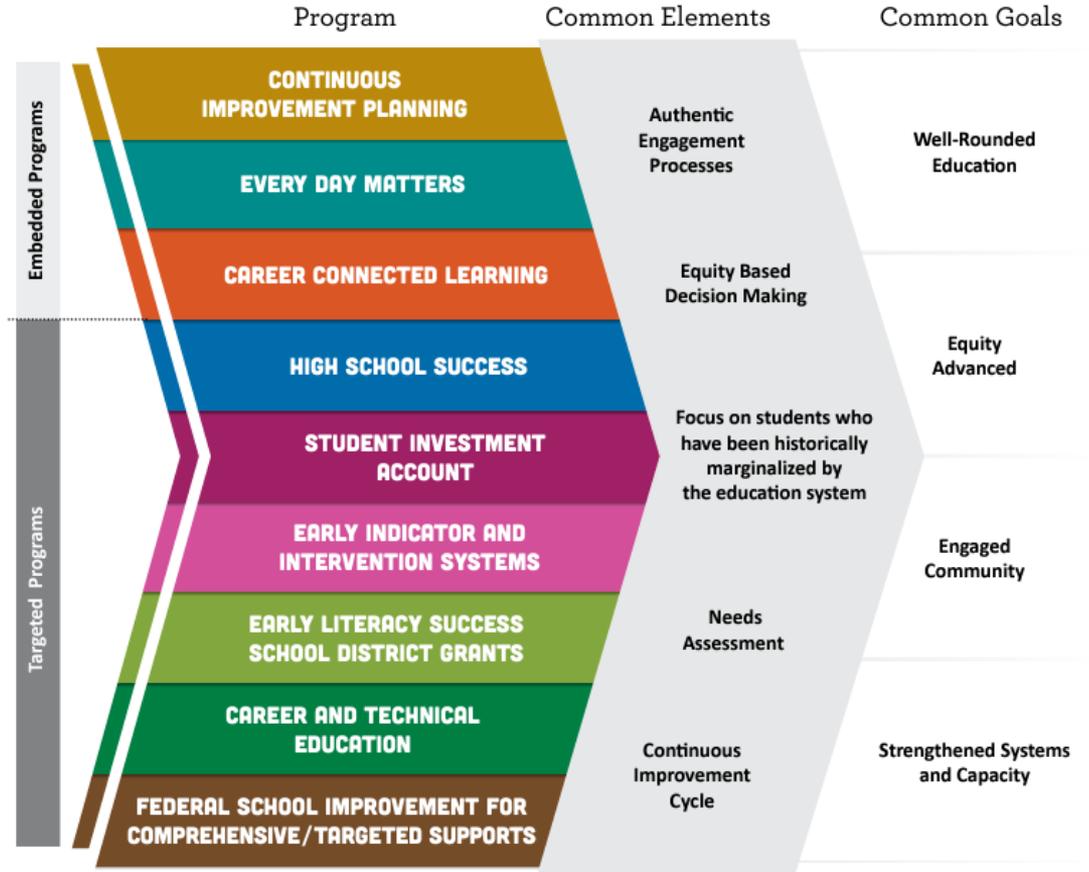
Purpose for Presentation

- To explain how the plan was developed and what was prioritized based on the Needs Assessment
- To hear additional feedback on the plan now that it has been developed
- To seek Board approval



What is the Integrated Plan?

Aligned Programs & Common Goals



Summary of Programs

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Programs, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Programs, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

Ryan Savage, SUHS Assistant Principal

Ariel Mainz, Myrtle Creek Principal

Jesse Jackson, Tribal Education Partner

Jennifer Reid, Tribal Education Partner

Julie Hutchinson, Classified Rep, Elementary

Cody Gray, Graduation Coach, SUHS

Donald Anderson, Middle School Teacher

Alice Turpen, Instructional Coach

Gina Standley, Parent

Emily Savage, Parent

Shirley Cockrell, Classified Rep, Secondary

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a multi-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

SUSD Guiding Questions

3 Guiding Questions

- Which student groups are affected?
- What are the potential unintended consequences?
- What are the barriers and how can we reduce/eliminate them for a more equitable outcome?

Student Groups/Factors to Consider

Economically Disadvantaged
Special Education
Grade Level/Age
Gender Based
Sexual Orientation
Race & Ethnicity
Cultural
Geographic Location
Talented & Gifted
Behavioral Challenges
Family Status (foster, single parent, DHS involvement, work schedules, etc.)
Unhoused
Trauma Impacted

Community Engagement Highlights

Feedback was gathered from over 206 educators, parents and caregivers, and community members through focus groups and in person interviews.

Over 244 parents and caregivers also completed the electronic survey providing critical input.

These priorities emerged:

Supported and Successful Students

Empowered and Valued Staff

Strong Family and Community Partnerships

Modern and Safe Facilities

Outcomes/Strategies: Pillar I

Supported and Successful Students: Reduced academic disparities and improved outcomes for all student focal groups

- Improve academic achievement by implementing high-leverage instructional practices across content areas and individualized support for all students
- Improve 9th grade on track and graduation rates by implementing research based best practices
- Ensure physical and mental health needs are met and enhance social emotional learning programs to support student well being, belongingness, and school spirit
- Expand extracurricular opportunities, including arts, technical education, and clubs to engage all students
- Hold all students to high behavioral expectations, across the district
- Increase opportunities for experiential learning (STEAM, PBL, CTE, Etc.)
- Create consistency in curriculum, policies, and practices across all schools
- Use data-driven approaches in PLCs and align vertical and horizontal academic standards

Outcomes/Strategies: Pillar II

Empowered and Valued Staff

- Enhance recruitment and retention efforts to ensure high quality staff in all positions by implementing high leverage retention strategies and providing competitive compensation for all employees
- Provide meaningful professional development with follow-up and consistent implementation across all schools
- Ensure that all staff are recognized as educators, and everyone is provided with support regardless of their role
- Provide training for staff on managing diverse student needs, both academic and social-emotional
- Build trust and communication among educators

Outcomes/Strategies: Pillar III

Strong Family and Community Partnerships

- Increase parent participation through varied and accessible opportunities for involvement
- Improve communication with families by standardizing district messaging and offering alternatives to social media
- Foster community engagement by promoting education's value and providing the resources and support that allow all families to partner in their child's education
- Collaborate with community organizations to expand resources like childcare, mental health support, and transportation
- Promoting employment opportunities that make it possible and desirable for graduates to remain within the district
- Offer extended learning programs, including high dosage tutoring, before/after school and summer

Outcomes/Strategies: Pillar IV

Modern and Safe Facilities and Learning Environments

- Renovate and maintain school facilities to create safe, healthy, and productive learning environments
- Provide high quality infrastructure to support teaching and learning
- Continue to monitor and implement best practices for building and student safety

Key Investments:

- SUHS CTE Staffing, Equipment, and Materials
- SUHS HSS Supports, including Graduation Coach, Electives Teachers, House Materials
- College Field Trips for Students
- 8th-9th Grade Transition Supports and Programs
- Student Services Staffing to Support Student Physical, Mental, and Behavioral Health, including a Licensed School Psychologist and a Licensed Behavior & Crisis Response (PBIS/SEL) Coordinator
- Instructional Coaching, K-12
- Early Literacy Curriculum, Assessments, and Materials
- Elementary Library Technicians
- Elimination of all “Pay-to-Play” Fees for Athletics, Band, Clubs, and CTE Programs
- Powerschool Attendance Support and Communications Module
- Family Engagement Activities

- [Publishexport](#) (*link to budget document on district website*)

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data (OSAS)
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE co-develops Longitudinal Performance Growth Targets with grant recipients, based on:

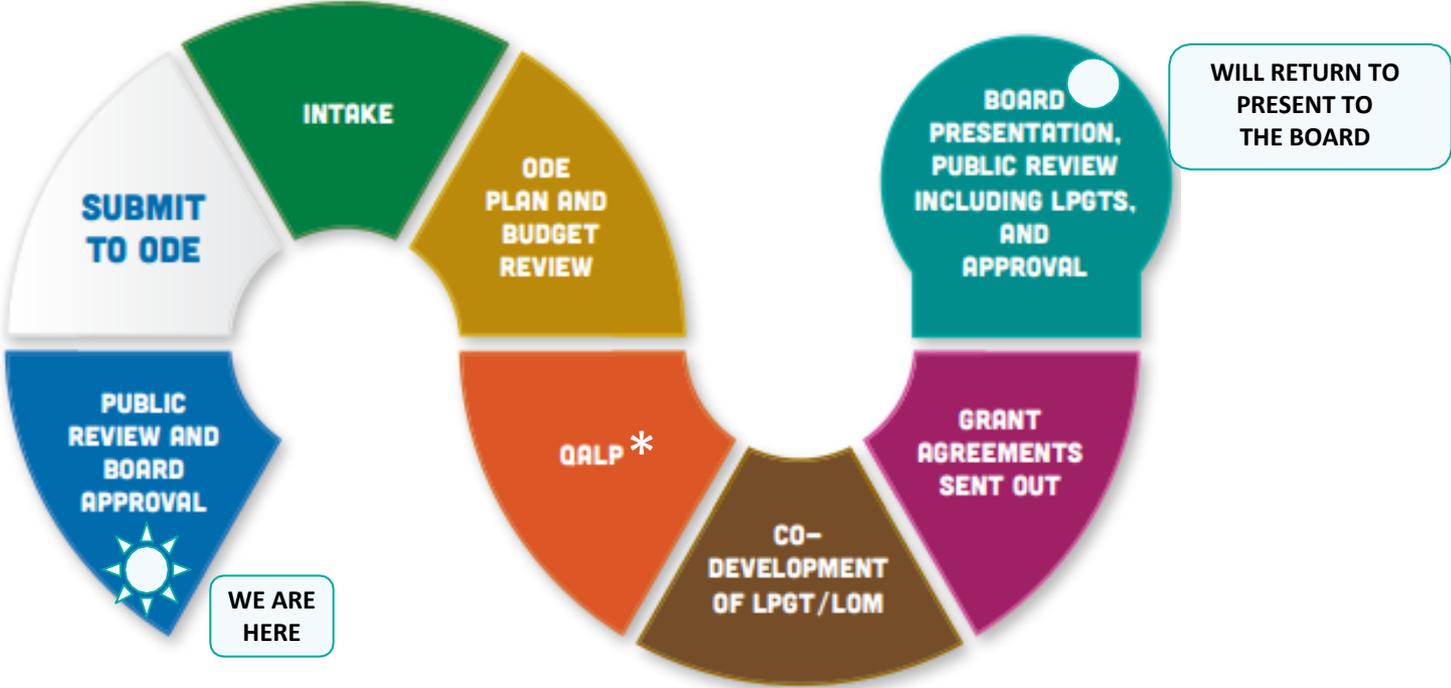
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics



Metric	Target Type	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2023-24 Difference	2024-25 Target	
Four Year Cohort Graduation									
Four Year Cohort Graduation	Baseline Target: All Students	53%	68.89%	74.11%	80.36%	75.00%	83.3%	8.3%	76.00%
Four Year Cohort Graduation	Stretch Target: All Students	53%	68.89%	74.11%	80.36%	75.50%	83.3%	7.8%	77.50%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	57%	59.26%	61.97%	76.47%	65.00%	77.5%	12.5%	67.00%
Four Year Cohort Graduation	Difference Between Baseline and Gap-Closing Target	4%	9.63%	12.14%	3.89%	10.00%	5.83%		9.00%
Five Year Cohort Completion									
Five Year Cohort Completion	Baseline Target: All Students	90%	78.26%	78.41%	80.91%	79.00%	81.6%	2.6%	79.50%
Five Year Cohort Completion	Stretch Target: All Students	90%	78.26%	78.41%	80.91%	79.50%	81.6%	2.1%	80.50%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	89%	71.93%	70.91%	73.97%	73.15%	78.4%	5.3%	74.15%
Five Year Cohort Completion	Difference Between Baseline and Gap-Closing Target	1%	6.33%	7.50%	6.94%	5.85%	3.17%		5.35%
9th Grade On-Track									
9th Grade On-Track	Baseline Target: All Students		78.72%	93.20%	94.87%	93.30%	94.3%	1.0%	93.50%
9th Grade On-Track	Stretch Target: All Students		78.72%	93.20%	94.87%	93.50%	94.3%	0.8%	94.50%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students		70.37%	92.65%	92.41%	93.00%	92.2%	-0.8%	93.50%
9th Grade On-Track	Difference Between Baseline and Gap-Closing Target		8.35%	0.55%	2.47%	0.30%	2.15%		0.00%
3rd Grade ELA Proficiency									
3rd Grade ELA Proficiency	Baseline Target: All Students			19.64%	18.45%	21.00%	27.1%	6.1%	24.00%
3rd Grade ELA Proficiency	Stretch Target: All Students			19.64%	18.45%	22.00%	27.1%	5.1%	25.50%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students			17.65%	12.50%	19.00%	24.1%	5.1%	22.30%
3rd Grade ELA Proficiency	Difference Between Baseline and Gap-Closing Target		0.00%	2.00%	5.95%	2.00%	3.05%		1.70%
Regular Attenders									
Regular Attenders	Baseline Target: All Students		69.17%	59.10%	57.52%	60.00%	57.9%	-2.1%	62.00%
Regular Attenders	Stretch Target: All Students		69.17%	59.10%	57.52%	60.50%	57.9%	-2.6%	63.00%
Regular Attenders	Gap-Closing Target: All Focal Group Students		62.00%	49.84%	52.67%	50.80%	55.4%	4.6%	53.00%
Regular Attenders	Difference Between Baseline and Gap-Closing Target		7.17%	9.26%	4.85%	9.20%	2.56%		9.00%

What Happens Next?



South Umpqua School Board

558 Chadwick Lane

Myrtle Creek, OR 97457

April 7, 2025

Dear South Umpqua School Board Members,

I am writing to formally resign from my position as a member of the South Umpqua School Board, effective immediately. My family has made our relocation to Fuquay Varina, North Carolina, and while it is with a heavy heart that I step away, I know that this is the best decision for both my family and the district.

It has been an incredible honor to serve on the board of a district that means so much to me, especially as my husband grew up in this community. Over the last decade that we've lived in Myrtle Creek, and especially the last year and a half that I have served on the South Umpqua School Board I have learned so much about the dedication of our staff, the resilience of our students, and the unwavering support of our families. The experience has been deeply enriching, and I will always be grateful for the relationships formed and the work we have done together to support our schools.

Please know that I will always have great respect and admiration for the South Umpqua School District. It has been an absolute privilege to contribute in whatever way I could, and I will carry the lessons learned here with me as I continue on this next chapter.

As a small token of my appreciation and to share a glimpse into our cross-country journey, I have attached some photos from our road trip. I hope you'll enjoy them as much as I've enjoyed my time with all of you.

Thank you for the opportunity to serve, and for the memories that will remain with me for a lifetime.

Warm regards,
Kellyn Goodwin