

## **REGULAR MEETING**

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, November 13, 2007, in Room 2, at Support Services Center, 2575 Commercial Street SE, Salem, Oregon, with Chairperson Rick Kimball presiding.

**BOARD MEMBERS PRESENT:** Rick Kimball, Chair  
Krina Lemons, Vice Chair  
Steve Chambers, Director  
Bob Mink, Director  
Ron Jones, Director  
Hanten Day, Director

**ABSENT:** Chuck Lee, Director

**EXECUTIVE CABINET PRESENT:** Sandy Husk, Superintendent-Clerk; Rich Goward, Chief Operations Officer; Mary Cadez, Executive Director, Human Resources; John Cuddy, Director, Technology and Information Services; Mary Paulson, Chief of Staff, Executive Administration; and Jay Remy, Director, Communications and Community Relations.

**ALSO PRESENT:** Paul Dakopolos, Attorney for the District

Representing the Statesman Journal: Tracy Loew

Chairperson Kimball called the meeting to order at 6:00 p.m.

### **ANNOUNCEMENTS/AGENDA MODIFICATIONS**

None.

#### **SPOTLIGHT ON SUCCESS**

Superintendent Husk, Chairperson Kimball, and various Cabinet members shared recognition of individuals and/or groups for their outstanding work and/or contributions to the School District (see Attachment A for details).

(See Spotlight on Success, **Attachment A.**)

#### **COMMUNICATIONS ~ AUDIENCE** (Subjects related to agenda items)

The following citizens addressed the Board (see Sign-Up Sheet for further information):

*None.*

### **PUBLIC HEARING ON HOWARD STREET CHARTER SCHOOL CONTRACT RENEWAL**

The following citizens addressed the Board (see Sign-Up Sheet for further information):

JoAnn Tongue, 2347 Wintergreen Avenue NW, Salem (see *Written Communication, Attachment B.*)  
Claudia Lamar, 4475 Monroe Avenue, Salem.  
Bonnie Heitsch, 570 Rural Avenue S, Salem.

#### **ADOPTION OF CONSENT CALENDAR**

All items on the Consent Calendar may be adopted as a group by a single motion unless pulled for special consideration.

DIRECTOR MINK MOVED ADOPTION OF THE CONSENT CALENDAR AS PRESENTED. SECONDED BY DIRECTOR LEMONS.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY. Director Lee was absent.

- 4.a.(1) Minutes of Meetings held on October 9, 2007
- 4.b.(1) Adoption and Appropriation of Grant Budgets
- 4.c.(1) Hiring of Supervisors
- 4.c.(2) Personnel Actions
- 4.c.(3) Memorandum of Understanding Between the District and the Salem Education Association Relating to Workday Schedule Adjustments to Accommodate Fall 2007 Parent-Teacher Conferences.

(For Adopted Items, see **Attachment C.**)

**MONITORING REPORT: EL-5 – STAFF COMPENSATION  
AND PROFESSIONAL DEVELOPMENT**

Background

On May 8, 2007, the School Board adopted policy governance policies which include a schedule of monitoring reports from the Superintendent regarding the Executive Limitation policies. This is the fourth of twelve monitoring reports, scheduled for 2007-08, and is designed to provide the School Board with information to determine if the Superintendent is meeting the criteria established within the adopted Executive Limitations. The yearly schedule of reports is attached.

Executive Limitation 5: Staff Compensation and Professional Development

With respect to employment compensation and benefits for employees, the Superintendent shall not cause or allow jeopardy to the fiscal integrity or public image of the district. Accordingly, the Superintendent shall not:

1. Change his/her own compensation or benefits.

Evidence of compliance:

The Superintendent's compensation and benefit package is delineated in her employment contract with the Board. There have been no changes to the original three year (2006-2009) contract. A cost of living adjustment of +2.5% has been applied as per the terms of her contract and in line with the COLA adjustment for other district administrators.

Evidence of non-compliance:

None.

2. Promise or imply employment, to any person, in a manner that is outside of the District's established process or statutory requirements.

Evidence of compliance:

The Superintendent, and administrative staff under her direction, have worked within the district hiring process and state and federal statutory requirements.

Evidence of non-compliance:

None.

3. Create obligations over a longer term than revenues can prudently be projected.

Evidence of compliance:

The recommended budget prepared by the Superintendent and staff was adopted by the School Board in June 2007. The budget includes a balance of one-time and on-going expenditures that ensure fiscal viability and the District's ability to maintain and enhance the class size reductions for the foreseeable future.

A contract settlement with the Salem-Keizer Association of Classified Employees and the contract with the Salem-Keizer Education Association along with the district's Administrative Agreement include sustainable cost of living and benefit packages.

Evidence of non-compliance:

None.

Monitoring Report EL-5 (continued)

4. Fail to develop and implement salary schedules and pay plans for employees.

Evidence of compliance:

Salary and wage schedules for all employee groups are developed and have been implemented. Employees are paid on the last working day of the month.

Evidence of non-compliance:

None.

5. Fail to develop and implement compensation and professional development plans to attract and retain highly qualified staff.

Evidence of compliance:

A Teaching and Learning Academy Professional Development Program has been established in the Human Resources Department and a professional development master plan is under construction for all employee groups. Several components of the plan are already underway and include:

- Balanced Leadership Training through Mid-continent Research for Education and Learning (McREL) for administrators (year-long),
- A reading endorsement program for teachers with Willamette University,
- A Transition to Teaching Program for Bilingual teachers through George Fox University, Coaching seminars (year-long) for Instructional Coaches,
- An Aspiring Administrators Class,
- Paraprofessional training program,
- Leadership Academy for Support Services managers and leaders,
- Cultural Competency Workshops for Administrators,
- SIOP, GLAD and ELD training for teachers of second language learners,
- TAG training and instruction for core subject teaching in curriculum.

Areas of Focus:

Revisions will be made to the hiring process to further expedite and improve the hiring process while maintaining our goal of hiring highly qualified staff who will best serve the needs of our students.

Human Resources will continue to research and monitor compensation packages for all employee groups in order to keep the District competitive and enhance our ability to attract and retain high quality staff.

The Teaching and Learning Academy will be expanded to include training for classified employees and underserved departments, training for the common literacy model, formative assessment and data warehouse procedures along with an expanded mentoring program.

Superintendent Husk commented that the only change in the contract had been a cost of living adjustment, and reiterated the background information adding that the District was in compliance with EL-5. The Board agreed by consensus that the District was in compliance with this Executive Limitation.

(See Monitoring Report: EL-5, **Attachment D.**)

**REPORT ON STRATEGIC PLAN: CREATE AN ACADEMY FOR  
TEACHING AND LEARNING TO COORDINATE PROFESSIONAL  
DEVELOPMENT FO ALL INSTRUCTIONAL STAFF**

Background

The goal of the Academy for Teaching and Learning is to “empower instructional staff through designing, implementing and assessing quality, on-going, sustainable professional development in order to accelerate achievement for each student in our District.”

The office of Professional Development, located within the Human Resources Department, is new this year and consists of a director and .50 FTE of clerical assistance. The human resources crucial to the success of our goal lie not only in this office, but in the Level Offices, the office of Curriculum, Instruction and Assessment, the offices of Compensatory Education, and the offices of Second Language Services and Special Education Services. It is crucial to the success of the District’s Professional Development efforts that the leaders of these various offices work together to achieve a common goal. This year, they are focusing on three new goals while maintaining on-going efforts to provide quality professional development for staff. The three goals are:

1. Create a District calendar in order to coordinate professional development activities and substitute teacher requirements while allowing staff to register for classes on-line and track their professional development activities.
2. Design and implement a program of Professional Development for the administrative team which will create: a common language, a common focus on a “Balanced Leadership Framework” (McREL), a data-driven decision-making process, and a culture of collaboration in schools and departments.
3. Design and implement quality professional development for all staff in the elements of the Strategic Plan. (Common Literacy Model, Formative Assessment and a Data Warehouse, A Comprehensive ELL model and clarification of core standards in math, reading and secondary science and Leadership development).

The following are key activities currently underway supporting these goals:

- The CIA office has purchased the AVATAR program which contains an accessible professional development calendar. Staff may view this calendar without logging on to the site, merely by going to the District web-page, clicking on Academy for Teaching and Learning and clicking on Calendar of Events. All administrative training and most District-wide offerings are on this calendar along with corresponding numbers of required substitutes. Staff members who offer professional development have access to this site and may add offerings with details pertaining to registration, credit, etc. (Goal One.)
- The ATL has contracted with McREL to train all school-based instructional administrators and most instructional department administrators in the “Balanced Leadership Framework” Currently 120 administrators are engaged in this monthly training which will consist of 48 hours of classroom instruction and an additional 12-16 hours of in-depth follow-up sessions designed by the level directors. Arrangements have been made through Willamette University and Portland State University (pending) to provide graduate credit to administrators for this course. (Goal Two.)

- Training in the implementation of Professional Learning Communities (PLC) is on-going and many administrators and teacher leadership teams have completed initial training, and the level offices have

Report on Strategic Plan (continued)

contracted with Learning Tree to provide coaching for selected staffs who are committed to PLC's. The goals of PLC's in the school are to group teaching staff in teams and provide time for these teams to focus on analyzing data to track student achievement, identifying students who are falling behind, and designing intervention activities to meet the needs of those students. (Goal Two.)

- Funds have been allocated to provide training for all licensed staff in our Second Language Learner (SLL) Program Schools. This is currently well underway through the SLL office and a majority of licensed staff in program schools have been trained in GLAD or SIOP and ELD. GLAD and SIOP are instructional programs which utilize multiple learning modalities to address the needs of second language learners and ELD refers to English Language Development, a focused English language instructional program scheduled daily for our students. (Goal Three.)
- Funds have been allocated for professional development to support the implementation of the Formative Assessment and the Data Warehouse, the Common Literacy Model and the Core standards. (Goal Three.)
- A Leadership Academy for Support Department administrators will begin in January focusing on leadership, team-building and communication in order to support the implementation of the Quality Assurance model. (Goal Three.)

Summary:

Challenges, Opportunities and Goals that face the District now and in the future include:

- Fully implementing the AVATAR calendar and syncing it with the new electronic substitute system and educating District staff so that use of this calendar becomes part of the District culture.
- Creating a common language around leadership with the administrative team in order to support a data-focused, student-centered, collaborative culture in schools.
- Designing meaningful professional development for staff who will be pioneering the Formative Assessment system, the Common Literacy model, and the implementation of core standards in reading, math and secondary science.
- Design and implement meaningful professional development for instructional and support classified staff and confidential employees. Currently, support staff receives training in specific job-related technical skills. The vision is to build on this to provide training for staff in the skill areas necessary to support the Strategic Plan.
- Design accountability systems that ensure all professional development results in positive gains for school district goals especially student achievement.

Mike Miller, Director, Professional Development, provided a PowerPoint presentation (for details, see PowerPoint Presentation Packet – Attachment F) explaining the creation of an Academy for Teaching and Learning as part of an ongoing professional development resource for the District's instructional staff.

Director Jones asked about the Munis Program and Mr. Miller responded that it was the large computer system within the District they were currently transitioning into. Director Chambers commented on how valuable this direction was and how well the strategic plan was working. Director Mink added that it was enhancing the

District's ability to teach students to be high-achieving through a focused strategic plan. Director Lemons commented on the "common language" that it was providing the schools and staff throughout the District.

(See Report on Strategic Plan: Teaching and Learning Academy, **Attachment E.**)  
(See PowerPoint Presentation Packet, **Attachment F.**)

### **FUTURE WORK SESSIONS OF THE SCHOOL BOARD**

(See **Attachment G.**)

### **SCHOOL BOARD LISTENING SESSIONS SCHEDULE**

(See **Attachment H.**)

There was a general clarification discussion between Board members regarding the process for the Howard Street Charter School contract renewal negotiations

### **ADDITIONAL AUDIENCE COMMUNICATION**

(Subjects not related to agenda items)

The following citizens addressed the Board (see Sign-Up Sheet for more information):

Mathew McDaniel, 4790 12<sup>th</sup> Avenue NE, Keizer.

Janet Sanders, 4749 Thorman Avenue NE, Salem (see *Written Communication*, **Attachment I**).

### **SCHOOL BOARD REPORTS AND HIGHLIGHTS**

Board Directors highlighted their recent activities, such as attending school, District, and community functions, conferences and seminars, and other community or local government meetings and events; and provided updates on other areas of participation or attendance.

### **SUPERINTENDENT'S COMMENTS**

Superintendent Husk commented on the following:

- Provided encouragement for attendance at the upcoming Crystal Apple Awards.
- Commented that they were halfway through the process of the District building walk-throughs for instruction space and facility deferred maintenance needs determinations. She added that a report would be coming to the Board in 2008.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON KIMBALL  
ADJOURNED THIS MEETING AT 7:03 P.M.

12-11-07

APPROVAL

4.a.(1)

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Chairperson

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Superintendent-Clerk