

REGULAR MEETING

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, October 9, 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
Steve Chambers, Director
Bob Mink, Director
Ron Jones, Director
Hanten Day, Director
Chuck Lee, Director

ABSENT: Krina Lemons, Vice Chair

EXECUTIVE CABINET PRESENT: Sandy Husk, Superintendent-Clerk; Glenn Gelbrich, Deputy Superintendent; 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; Jay Remy, Director, Communications and Community Relations, and Luis Caraballo, Director, Facilities and Auxiliary Service.

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):

Debbie Baker, 4057 78th Avenue SE, Salem.

Ann Kelly, 5422 Liberty Road S, Salem.

ACTION ON PROCESS FOR SUPERINTENDENT EVALUATION

Background

On May 8, 2007, the School Board adopted policy BSL – 3 relating to “Monitoring Superintendent Performance (See attached.) BSL – 3 states that the “Superintendent job performance will be monitored systematically against Superintendent job expectations which are defined as:

- Reasonable progress toward organizational accomplishment of the Board’s Results policies, and
- Organization operation within the boundaries established in the Board’s Executive Limitations policies.

Additionally, the policy states that the Board will conduct a formal summative evaluation of the Superintendent each January. The summative evaluation will be based upon data collected during the year.

By January 2008, the Board adopted policy governance will only have been in place for six months. Therefore a transitional process will need to be used to evaluation the Superintendent Husk. Chairperson Rick Kimball and Vice Chair Krina Lemons have worked with the Associate Director of Leadership Services from Oregon School Board Association, Betsy Miller-Jones to develop an evaluation process which includes:

- In October/November, each Board member will individually meet with Ms. Miller-Jones where she will use the standards set forth by the American Association of School Administrators to elicit Board member’s views on the Superintendent’s performance. The standards are attached.
- Ms. Miller-Jones will compile an evaluation report and present it to Board Leadership.

- The Board will meet in Executive Session to review and finalize the evaluation.
- The Board will present the evaluation to the Superintendent at a work session in December 2007.

Action on Process for Superintendent Evaluation (continued)

Board leadership recommends the Board approve the process and timeline for the superintendent's evaluation. The Board is requested to approve the process and timeline for the Superintendent's evaluation as described above.

Chairperson Kimball reviewed the background and explained Board leadership's proposal for a superintendent evaluation process, including a questionnaire (evaluation form).

DIRECTOR CHAMBERS MOVED APPROVAL OF THE PROCESS FOR SUPERINTENDENT EVALUATION AS PRESENTED. SECONDED BY DIRECTOR MINK.

Director Mink pointed out that the proposal hits the essential things needed in an evaluation process for an executive officer. Director Chambers concurred with Director Mink, adding that this process is used in many districts nationwide. Director Lee said there was nothing in it related to fiscal management or oversight, and suggested a place be added to mark either "N/A" or "No Opinion" as an option for rating. Director Day said he didn't see anything about the end results being in the evaluation criteria. He also commented on the section "Knowing how the curriculum is taught" and wondered what the intent of that was regarding the evaluation. Director Jones said he was a little confused on how they were going to go about this and said that what was being presented wasn't going to work for him. There was general discussion as follows:

- A superintendent should have the opportunity to have input before the Board does their evaluation.
- A superintendent should be evaluated on what she/he does as a leader and not how specific curriculums are taught in a classroom.

DIRECTOR CHAMBER MOVED TO AMEND THE MOTION TO ADD THE WORDING "FISCAL OVERSIGHT" IN THE FIRST SENTENCE AFTER THE WORDS "PERFORMANCE AND MANAGING THE DISTRICT BUDGET." SECONDED BY DIRECTOR LEE.

There was general discussion on specific wording. Director Day asked what the criteria would be for evaluating budget management. Director Mink offered some general suggestions and thoughts on evaluation criteria. Discussion on this issue continued including that the Superintendent's job was to make sure that the District's business manager is doing his/her job with general responsibility for the oversight of that management. Chairperson Kimball restated the amendment wording as stated in the motion above.

BY VOICE VOTE, THE MOTION TO AMEND CARRIED UNANIMOUSLY. Director Lemons was absent.

There was general discussion on having a self-evaluation form for the superintendent to complete before the Board does their evaluation. Directors Jones and Mink agreed with that idea.

DIRECTOR JONES MOVED TO AMEND THE PASSED MOTION TO ADD LANGUAGE ABOUT HAVING THE SUPERINTENDENT'S SELF-EVALUATION FORM LEAD THE BOARD'S EVALUATION OF A SPECIFIC SUBJECT. SECONDED BY DIRECTOR LEE.

Chairperson Kimball asked Superintendent Husk when she thought she could have a self-evaluation done for the Board. Superintendent Husk responded that under the new governance model, the Board would be receiving monthly evaluations of various subjects and that a lot of the information they may be asking for will be

included in those updates. She added, however, that she would do a self-evaluation if the Board so directed and said she would prefer not to give herself numeric ratings.

Action on Process for Superintendent Evaluation (continued)

DIRECTOR HANTEN MOVED TO ALSO AMEND THE PASSED MOTION TO ADD WORDING THAT INCLUDED "STUDENT OR OTHER OUTCOMES OR END RESULTS." THE MOTION DIED FOR LACK OF A SECOND.

There was general discussion on the process of evaluation by the Superintendent and the Board.

To the motion as amended:

BY VOICE VOTE, THE AMENDMENT TO THE PASSED MOTION CARRIED WITH DIRECTOR DAY VOTING NO. 5-Yes; 1-No. Director Lemons was absent.

Director Day explained that he voted no because there should be some kind of outcome criteria included for him to feel comfortable about it.

(See Process for Superintendent Evaluation, **Attachment B.**)

ACTION ON HANDS AND WORDS ARE NOT FOR HURTING PROCLAMATION

Background

The "Hands & Words Are Not For Hurting" Project has invited all organizations and individuals to work to end abuse and violence and to unite during this week to spread a message of hope.

Each student and person in the community is being asked to take the Pledge, "I will not use my hands or my words for hurting myself or others." The community is asked to make a commitment to live free of abuse and violence and to join in helping make the dream for peace and freedom become reality.

Board Leadership recommends the School Board proclaim October 21-27, 2007 as "HANDS & WORDS ARE NOT FOR HURTING WEEK" in the Salem-Keizer School District. The School Board is requested to proclaim October 21-27, 2007 as "HANDS & WORDS ARE NOT FOR HURTING WEEK" in the Salem-Keizer School District.

Chairperson Kimball read the Proclamation.

DIRECTOR CHAMBERS MOVED APPROVAL OF THE HANDS AND WORDS ARE NOT FOR HURTING PROCLAMATION AS PRESENTED. SECONDED BY DIRECTOR DAY.

Director Mink commented that this should not mean foregoing the right to defend oneself or family.

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

(See Hands and Words Are Not For Hurting Proclamation, **Attachment C.**)

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 JONES MOVED ADOPTION OF THE CONSENT CALENDAR AS PRESENTED. SECONDED BY DIRECTOR LEE.

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

4.a.(1) Minutes of Meetings held on August 14, 2007.

4.a.(2) Minutes of Meeting held on August 21, 2007.

4.a.(3) Minutes of Meeting held on September 11, 2007.

4.b.(1) Substantial Completion of Contract #CR2291 for Temporary Gravel Bus Parking Area.

4.b.(2) Adoption and Appropriation of Grant Project Budgets.

4.b.(3) Ratification of Contract with the YWCA for Childcare for the Teen Parent Program.

4.c.(1) Personnel Actions.

4.c.(2) Hiring of Supervisors.

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.

4.c.(4) Memorandum of Understanding Between the District and the Salem Education Association Relating to Workday Schedule Adjustments to Accommodate Spring 2008 Parent-Teacher Conferences.

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

MONITORING REPORT: EL-4 – RELATIONSHIPS WITH/OF STAFF

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.

Executive Limitation 4: Relationship with Staff and Volunteers

With respect to relationships with staff and volunteers, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, inequitable, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

1. Fail to make reasonable background inquiries or checks prior to hiring any paid personnel or utilizing school volunteers.

<p><u>Evidence of compliance:</u></p>

<p>Initial criminal background checks are completed on employees and volunteers through the Oregon Judicial Information Network (OJIN). Criminal background checks for classified employees and</p>

volunteers are completed with the assistance of law enforcement. Fingerprinting for licensed employees is processed through TSPC for their licensure for a more comprehensive nationwide check. Fingerprinting for classified employees is processed through the Oregon Department of Education for a more comprehensive nationwide check. Reference checking is completed on all paid staff positions with a minimum of two references covering the last three years of employment.

Monitoring Report EL-4 (continued)

2. Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.

Evidence of compliance:

Recruitment is completed through advertising, job fairs, online application and database systems, and face-to-face interactions with potential candidates.

Candidates for employment in the district are screened through careful review of their application and supplemental materials by the Human Resource department to determine their qualifications prior to being interviewed. Interviews are conducted by supervisors, administrators and often hiring teams to determine the best-suited candidates to fill the posted vacancy. Licensed employees and paraprofessionals working in Title I and Special Education programs are screened to determine their highly qualified status under NCLB requirements.

3. Operate without written personnel policies which:
- Clearly state personnel rules and procedures for staff.
 - Provide for effective handling of complaints.
 - Include adequate job descriptions for all staff positions.
 - Include an effective personnel performance evaluation system.
 - Include salary and compensation plans that comply with state law.
 - Protect against sexual harassment and a hostile environment.
 - Protect against illegal discrimination.

Evidence of compliance:

Supervisors and administrators are trained by Human Resources staff in personnel policies, contract management, handling grievances and complaints, discriminatory practices, and evaluation systems used by the District. Training on sexual harassment and hostile work environment is provided through and monitored by Human Resources Department and is mandatory for all staff. Administrative policies/rules clearly outline procedures for staff on a myriad of issues including: complaint procedures, sexual harassment, hostile work environment, and discrimination. Compensation and grievance procedures are clearly outlined in the approved collective bargaining agreements. In addition staff has a variety of methods to share concerns and file complaints including: filing complaints with the Oregon Bureau of Labor and Industry, Oregon Department of Education, the Office of Civil Rights, Teacher's Standards and Practices Commission, and the State of Oregon Ethics Commission.

There are performance evaluation processes in place for teachers, administrators, and classified employees.

The District's salary and compensation plans comply with state law.

4. Fail to protect confidential information in personnel matters.

Evidence of compliance:

Administrative policies/rules clearly delineate the protection of confidential information and compliance with State and Federal laws such as: FERPA, GRAMA and HIPPA. In addition there are internal

safeguards for the storage of personnel files and handling of employee personal identification information.

5. Fail to establish policies and procedures to assure an organizational culture that conforms with the following values:
- Open, honest and effective communication in all written and interpersonal interactions.
 - Respect for others and their opinions.
 - Focus on common organizational goals as expressed in Results policies established by the Board.

Monitoring Report EL-4 (continued)

- Appropriate confidentiality.
- Commitment to the integrity and the positive image of the district, its leaders and staff.

Evidence of compliance:

A district wide strategic plan has been developed with input from staff, approved for implementation and employees have been briefed on the goals of the organization. A Quality Assurance Model (ISO 9000) is in development and will allow all employees to have a voice in the organization through a defined corrective and preventive action procedure.

A joint monthly meeting (PACE) is held with representative employee groups to encourage open dialogue and proactive discussion of issues within and outside the organization.

The Superintendent will begin meeting regularly this Fall with communication groups that will be comprised of licensed staff and classified staff.

6. Fail to honor the terms of negotiated agreements with staff.

Evidence of compliance:

The Superintendent and staff work collaboratively with our associations to adhere to our collective bargaining agreements and memorandums of understanding.

7. Fail to provide staff with an opportunity to become familiar with the provisions of this policy.

Evidence of compliance:

All Board policies and District Administrative Policies and Rules are available for staff and public on our website.

Areas of Focus:

Staff is in the process of reviewing and updating job descriptions.

Human Resources staff is researching pre-employment skill testing and screening methods.

An online application process will be put in place for classified positions during the coming year.

New strategies for "in time" training for supervisors and administrators are being piloted during the coming year.

Continue work on the ISO 9000 Quality Assurance Process for the district.

Evidence of non-compliance:

None.

Superintendent Husk pointed out that standards seven and nine related closely to the standards the Board had just discussed during the action on the Superintendent Evaluation Process. She continued by reviewing the background of EL-4 and its evidence of compliance, adding that the District was in compliance with this particular Executive Limitation relating to relationships with/of staff. The Board by consensus of agreement accepted the compliance report.

(See Monitoring Report: EL-4, **Attachment E.**)

STRATEGIC PLAN: DEVELOP SHORT AND LONG-RANGE PLANS AND FACILITIES TO MEET STUDENT ENROLLMENT AND DEFERRED MAINTENANCE NEEDS

Background

We know that clean, quiet, safe, comfortable and healthy environments are important components of successful teaching and learning. As our school buildings age and our communities grow, we face the challenge of maintaining our schools at a level that enables our teachers to meet the needs of 21st century learners while also providing learning environments that support academic achievement.

To address routine and unexpected maintenance demands, it is essential that we proactively develop and implement plans for dealing with these inevitabilities. As we know, negligent attention to facilities maintenance results in real and costly problems. The following are accomplished milestones supporting this initiative:

- Staff developed criteria to preliminarily identify deferred maintenance needs across the District and establish a priority list.
- Preliminary maintenance needs have been identified across the District and a priority matrix has been created.
- The 2007-08 budget allocated additional resources to address some of the identified deferred maintenance issues.
- Growth in student population and the lowering of class size required additional classroom spaces. The 2007-08 budgeted allocated funding for purchase of modular classrooms.

The following are key activities currently underway supporting this key initiative:

- A project plan has been developed to comprehensively identify facilities needs across the district as well as evaluate the educational needs of existing schools. The plan will be implemented over the next few months, resulting in a comprehensive baseline data of our schools.
- Additional modular classrooms are being purchased and citing work has begun to add additional classroom capacity for the 2008-09 school year.
- Seismic evaluation of District facilities will be conducted over the next few months.
- Monitoring of student growth and facilities capacity to meet the growing demand is ongoing.
- The Board is exploring the feasibility of placing a capital bond measure before the public to address growth and facilities needs.

- Staff is beginning the development of a comprehensive school facilities maintenance plan. This plan will contribute to the District's instructional effectiveness and financial well-being; it will help improve the cleanliness, orderliness, and safety of the facilities; reduce the operational costs and life cycle cost of buildings; aid staff in deal with limited resources by identifying facilities priorities proactively rather than reactively; and, extend the useful life of buildings.

Maintaining our school facilities is more than just resource management. It is about providing clean and safe environments for children and creating a physical setting that is appropriate and adequate for learning. The accomplishments and the current activities outlined in this report represent the hard work of the Facilities and
Strategic Plan Report (continued)

Planning staff, the Superintendent's Cabinet, and the School Board for recognizing the urgency and allocating resources to begin to address the issues.

Luis Caraballo, Director, Facilities and Auxiliary Services, provided a PowerPoint presentation that reviewed where the District was regarding developing both short and long-range plans and facilities to meet student enrollment and deferred maintenance needs (see Background for more details presented).

Director Chambers asked a clarification question on seismic protection of school buildings. Director Jones asked what money had been spent on deferred maintenance from the budget funds so far, and Superintendent Husk explained the process of executing the deferred maintenance needs, adding that a more detailed report could be brought back if the Board wished. General discussion on this issue continued.

(See Report on Strategic Plan, **Attachment F.**)

REPORT ON STUDENT ACHIEVEMENT

Background

Last week we received the final data from the Oregon Department of Education regarding the results of 2006-07 State assessments on reading, writing, and math, for grades 3 – 10. The data indicates that we are making measurable progress in student achievement as evidenced by:

- Student achievement is up district wide at all grade levels in Reading (English/Language Arts).
- Writing scores continue to rise.
- Student achievement is up district wide at the high school and middle school level in Mathematics.
- More of our English Language Learners have shown expected gains in their English language proficiencies.
- Please note that comparative science data is not available. The state assessment for Science was dropped last year when ODE moved to paper and pencil assessments. The Science assessment is scheduled to resume this year.

We believe that our focused attention to reading, math, and writing are paying off and achievement is improving via the strategies identified in the Strategic Plan including the commitment of teachers and support staff to continuous improvement. Additionally, we anticipate achievement will be even stronger when our teachers have access to formative assessment data and further professional development in core content areas.

While we are pleased to see student academic achievement continuing to improve we still have many challenges and areas that need improvement. They include:

- We have begun the necessary professional development in literacy and math, but there are still many teachers who have yet had the opportunity to participate.
- Access to data is a fundamental need for teacher teams to provide interventions and/or extended learning opportunities for students. Our formative assessment tools will provide just such data. It takes time to review, select, purchase, and provide professional development for the use of these tools.
- Leveraging community support will be strengthened through the work of groups like the McKay Area Coalition for Student Success (MACSS), but it is not yet fully implemented. Pilot programs for HOSTS (Help One Student To Succeed) will provide structured ways for volunteers to support academic

Report on Student Achievement (continued)

learning for students. Connection to the United Way-hosted virtual volunteer center will help us recruit community members.

- Our ability to go to scale will be greatly enhanced as we look to centralize professional development in targeted curriculum areas.

Our work for this year will include:

- Continuing the implementation of the Strategic Plan.
- Analyzing achievement data for specific strengths and challenges to inform instructional planning.
- Ensuring that professional development related to instructional improvement reaches ALL teachers.

While this news is encouraging, our staff will not be satisfied until all of our students are meeting or exceeding our academic standards.

Deputy Superintendent Gelbrich provided a report via a PowerPoint presentation on student achievement (for details and specific data, see Attachment H – PowerPoint Presentation Packet). He highlighted the following:

- Reading and writing achievement is up.
- They are making modest progress overall.
- Preliminary data on English Language Learners (ELL) is very promising.
- More schools made Adequate Yearly Progress this last year.
- The assessment process was interrupted by issues with the technology at the Oregon Department of Education, and moved to paper-and-pencil testing only.
- Nearly half of students were in the free and reduced-price meal program.
- Students in various subgroups will show up and be counted in each subgroup they're in, such as low socio-economic or non-English-speaking.

Director Jones thanked staff for the number of schools that have shown improvement. Director Day also thanked Deputy Superintendent Gelbrich and Superintendent Husk for the improvement. He also commented on the continuing need to keep improving.

(See Report on Student Achievement, **Attachment G.**)

(See PowerPoint Presentation Packet, **Attachment H.**)

FUTURE WORK SESSIONS OF THE SCHOOL BOARD

(See Attachment I.)

SCHOOL BOARD LISTENING SESSIONS SCHEDULE

(See Attachment J.)

ADDITIONAL AUDIENCE COMMUNICATION

(Subjects not related to agenda items)

None.

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 said she was proud of the achievements and commented on the great efforts of all District staff.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON KIMBALL ADJOURNED THIS MEETING AT 8:53 P.M.

Chairperson

Superintendent-Clerk