

REGULAR MEETING

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, May 13, 2008, 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
Chuck Lee, Director

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; 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

Chairperson Kimball made the following agenda modifications/announcements:

<i>Revised Boardplate</i>	3.a.	Action on Adoption of Secondary Science Materials
<i>Revised Boardplate</i>	5.a.	Reading on Allocation of May Adjustment.

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):

JoAnn Tongue, 2890 Horseclover Drive NW, Salem.

Jane Kellefer, President, Salem-Keizer Education Association, 4485 18th Place S, Salem.

ACTION ON ADOPTION OF SECONDARY SCIENCE MATERIALS

Background

The District's long range materials adoption plan guides the selection of student materials. District staff has completed the review of vendor proposals. The programs recommended for final review and negotiations with the publishers were:

6 th –8 th grade:	McDougal – Modules Prentice Hall – Modules
9 th grade:	Glencoe – Physical Science with Earth Science It's About Time – Connected Science Prentice Hall – Physical Science: Concepts in Action
10 th grade:	Kendall Hunt – BSCS Biology: A Human Approach Prentice Hall – Biology
11 th grade:	Glencoe – Chemistry: Matter and Change Prentice Hall – Chemistry

6th–8th grade students learning English or below grade level classes: Access Science

9th grade students learning English or below grade level classes: AGS - Physical Science and Earth Science

10th grade students learning English or below grade level classes: AGS – Biology

Action on Adoption of Secondary Science Materials (continued)

As per District administrative policy and rules IFA, the materials were available for public review and comment and a public notice was printed in local media. After negotiating with the publishers, staff recommends the following instructional materials:

- 6th – 8th grade: Prentice Hall – Modules
- 9th grade: Glencoe – Physical Science with Earth Science
- 10th grade: Prentice Hall – Biology
- 11th grade: Prentice Hall – Chemistry
- 6th–8th grade students learning English or below grade level classes: Access Science
- 9th grade students learning English or below grade level classes: It's About Time
- 10th grade students learning English or below grade level classes: Globe Fearon: Pacemaker Biology

Superintendent Husk reiterated the background and recommended approval.

DIRECTOR MINK MOVED APPROVAL OF THE ADOPTION OF SECONDARY SCIENCE MATERIALS AS PRESENTED. SECONDED BY DIRECTOR LEMONS.

Director Lemons, Director Lee and John Weeks, Director, Curriculum, Instruction and Assessment, discussed the professional development element of the science materials and the funds being used to make this purchase. There was general discussion on the purchase cycle of instructional materials.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

(See Secondary Science Materials, **Attachment B.**)

ACTION ON CONTRACT RENEWAL FOR BAKER CHARTER SCHOOL

Background

The charter contract for the Baker Charter School is set to expire on June 30, 2008. Therefore, a renewal of the charter contract is needed. The appointed District Charter Review Committee worked with the Board of Governors of the Baker Charter School to negotiate a new charter to replace the one expiring.

The charter contract is being recommended with the following changes:

- Revisions reflecting the new term of the contract will be included.
- The maximum enrollment will be 168 with approximately 26 students per grade.
- 5th grade will be added during the 2008-09 school year.
- A copy of the secured lease obligation will be given to the district not later than July 15 of each year.
- A provision allowing an adjustment to the enrollment in the event of a student expulsion will be added.
- A three year contract term is recommended.
- The annual report and audit will be submitted to the district not later than November 30 of each year.

Paul Dakopolos, Attorney for the District, will develop a new charter contract for signature once the Board has approved the renewal. The Board is requested to approve the renewal of the contract including the changes outlined above.

Superintendent Husk reiterated the background and recommended approval.
Action on Baker Charter School Contract (continued)

DIRECTOR LEMONS MOVED APPROVAL OF THE CONTRACT RENEWAL FOR BAKER CHARTER SCHOOL AS PRESENTED. SECONDED BY DIRECTOR JONES.

Director Chambers commented that the District has really set a great example for charter school contracts. Director Day asked for some information on the IB(International Baccalaureate) program and Glenn Gelbrich, Deputy Superintendent, said they would provide the Board with that information.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

(See Baker Charter School Contract Renewal, **Attachment C.**)

ACTION ON CONTRACT RENEWAL FOR HOWARD STREET CHARTER SCHOOLS

Background

The charter contract for the Howard Street Charter School is set to expire on June 30, 2008. Therefore, a renewal of the charter contract is needed. The appointed District Charter Review Committee worked with the Board of Governor's of the Howard Street Charter School to negotiate a new charter to replace the one expiring.

The charter contract is being recommended with the following changes:

- Revisions reflecting the new term of the contract will be included.
- Editorial changes reflecting current educational vocabulary have been included.
- A provision allowing an adjustment to the enrollment in the event of a student expulsion will be added.
- A five year contract term is recommended.
- Add a provision addressing the highly qualified staff and adequate yearly progress requirements of the No Child Left Behind legislation.
- Clarification on the District's responsibility to provide space.

Paul Dakopolos, Attorney for the District, will develop a new charter contract for signature once the Board has approved the renewal. The Board is requested to approve the renewal of the contract including the changes outlined above.

Superintendent Husk reiterated the background and recommended approval.

DIRECTOR LEMONS MOVED APPROVAL OF THE CONTRACT RENEWAL FOR HOWARD STREET CHARTER SCHOOL AS PRESENTED. SECONDED BY DIRECTOR CHAMBERS.

Director Day asked a question related to the District providing space and Glenn Gelbrich, Deputy Superintendent, responded by explaining how the District makes decisions relating to providing space for charter schools when possible.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

(See Howard Street Charter School Contract Renewal **Attachment D.**)

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 Day pulled item 4.b.(1).

DIRECTOR CHAMBERS MOVED ADOPTION OF THE CONSENT CALENDAR WITH ITEM 4.B.(1) PULLED. SECONDED BY DIRECTOR LEE.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

Director Day, referring to 4.b.(1), asked for some clarification on bus purchase processes and Rich Goward, Chief Operations Officer, responded with an explanation.

DIRECTOR CHAMBERS MOVED ADOPTION OF CONSENT CALENDAR ITEM 4.B.(1) AS PRESENTED. SECONDED BY DIRECTOR LEMONS.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

- 4.a.(1) – Minutes of Meetings held on March 11, 2008.
- 4.a.(2) – Minutes of Meetings held on April 7, 2008.
- 4.a.(3) – Minutes of Meetings held on April 8, 2008.
- 4.a.(4) – Minutes of Meetings held on April 16, 2008.
- 4.a.(5) – Minutes of Meetings held on April 22, 2008.
- 4.b.(1) – RFP 451 – Vehicle Finance Resolution.
- 4.b.(2) – Summary of Disbursements for February 1, 2008 – February 29, 2008.
- 4.b.(3) – Donation of Capital Improvement at Hallman Elementary School.
- 4.b.(4) – Grant Budgets.
- 4.b.(5) – Contract Renewal for Food Service Management.
- 4.c.(1) – Hiring of a Supervisor.
- 4.c.(2) – Personnel Actions.

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

READING ON ALLOCATION OF THE MAY ADJUSTMENT

Background

The May Adjustment is a one-time payment from the Oregon Department of Education that occurs after the end of a fiscal year when all data that impacts revenue is recalculated (statewide) using actual data versus projected data. Therefore, the May adjustment the District will receive this May is based on the actual enrollment data for the 2006-07 school year.

At the April 29, 2008, budget meeting, the Superintendent's budget message outlined the revenue the District anticipates receiving this year to be approximately \$2.9 million. Additionally, the Superintendent outlined a

concept to change the current practice of using the May adjustment (2006-07) as revenue for the next school year and instead allocating the funds to be used for specific purchases, such as maintenance projects; equipment; or technology. To facilitate this idea, the May adjustment would be transferred to a designated account.

Reading on Allocation of the May Adjustment (continued)

Staff recommends that the School Board allocate the funds from the May adjustment (2006-07) to a designated account to be spent on full or partial roof replacements at six schools and repair of water intrusion at seven schools. No action is required. This is being presented for information and discussion. The Board is scheduled to take action on this issue at the June 10, 2008, business meeting.

Superintendent Husk reiterated the background and pointed out the following:

- This is a change in use of the May adjustment funds from what the District has done in the past.
- Recommends using the current adjustment funds for specific school roof replacements and water intrusion repairs.
- Additional adjustment funds have recently become available and staff would recommend using them for additional water intrusion repairs.

There was general discussion on how to restrict/unrestrict what the designated account funds could be used for; that this would change adding the funds to the following year's budget and including it in the current year's budget, how the funds could be spent and that the intention would be to spend the entire dollar amount, whether or not there should be a separate designated account; and the history of the May allocation from the Oregon Department of Education.

Superintendent Husk said she had understood that the Board wanted to make better use various resources in dealing with ending year balance percentages set by the Board of 5%-7%, and that this was one of the changes staff was recommending in reaching that goal. Discussion continued on this issue including whether or not to create a separate account for the funds and whether to spend all the funds. Director Chambers stressed that there's a misconception in the community that the District has "pots of money" hidden around and said that nothing could be further from the truth. He added that "found" money is what is provided by the Legislature or the May adjustments and has nothing to do with the District hiding or not declaring available funds. Director Lee asked about the specific schools designated for roofs and water repairs, and Superintendent Husk explained the various schools targeted for repairs.

(See Reading on Allocation of May Adjustment, **Attachment F.**)

**READING ON RECOMMENDED REVISIONS TO
EXECUTIVE LIMITATIONS: EL-7 AND EL-8**

Background

The School Board adopted Executive Limitations 7: Budgeting/Financial Planning and 8: Financial Administration on May 8, 2007 as part of their policy governance process.

Since the adoption, the School Board and Superintendent have worked to improve the public's comprehension on the budgeting process – specifically ending fund balance and how it is determined and managed.

Additionally, it was determined that the District process should be modified to clearly delineate the roles of the Superintendent and School Board regarding the targeted ending fund balance.

Board leadership has worked with staff to revise EL-7 to clarify that the Superintendent cannot reduce the targeted ending fund balance without approval of the Board (see #7). The revision to EL-8 is the addition of language that requires the Superintendent to notify the Board by May of each year if the projected ending fund

Reading on Revisions to EL-7 and EL-8 (continued)

balance is likely to fall outside the parameters set by the Board (see #7). The executive limitations include the new language underlined and the language to be removed struck through.

Board Leadership recommends that the School Board adopt the revisions to EL-7 and EL-8. No action is required at this time. These revisions are presented for information and discussion. The Board is scheduled to take action on this issue at your June 10, 2008, business meeting.

Superintendent Husk reiterated the background and said these revisions would help the targeted ending fund balance to stay within the Board's 5%-7% goal. Director Mink, referring to paragraph 7 on the second page of the revisions, said it mentioned only talking to the Board about reducing the ending fund balance and not increasing it, and said he'd like it to include increasing it also. Superintendent Husk said she agreed with Director Mink, and commented how frustrating it was to be getting all the "up and down" adjustment figures within a short amount of time while trying to create an annual budget. There was general discussion on the difficulty of the changing May adjustment figures and how it affects the District's budgeting process; and the general fund as well as other "controllable/uncontrollable" (by the District) funds.

(See Reading on Revisions to Executive Limitations EL-7 and EL-8, **Attachment G.**)

MONITORING REPORT: EL-11 – ACADEMIC PROGRAMS

Background

On May 8, 2007, the School Board adopted policy governance policies which included a schedule of monitoring reports related to the Executive Limitation policies. This is the eleventh 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 11: Academic Programs

The Superintendent shall not fail to ensure that the District implements a program of instruction. Accordingly, the Superintendent shall not:

1. Fail to:
 - a. Develop a plan to implement rigorous academic content standards that meet or exceed state and nationally-recognized model standards.
 - b. Develop curriculum aligned with and designed to enable students to meet or exceed the established standards and that addresses the different learning styles and needs of students of various backgrounds and abilities.
 - c. Develop assessments that will adequately measure each student's progress toward achieving the standards.

- d. Follow all state and federal mandates.

Evidence of compliance:

Teams of teachers developed core standards in reading and math. Secondary science standards are being developed within a statewide work group that includes teacher representatives from Salem-Keizer Public Schools. Plans for school level implementation began this year and will continue into the 2008-2009 school year. Professional development, including specific instructional strategies, is being systematically provided to schools. Strategies address the varying needs of Salem-Keizer's students.

Formative assessments in mathematics are being piloted in 16 schools this spring. An additional 20 schools are scheduled for the next phase of implementation in the fall. The development of formative assessments for reading will begin this summer and continue through 2008-2009, including pilot testing in the spring of 2009. All federal and state mandates are being followed.

Evidence of non-compliance:

None.

2. Fail to provide timely information to parents regarding their child's academic performance.

Evidence of compliance:

Progress reports are sent home to parents six times per year for secondary students and three times per year for elementary students. Parent-teacher conferences are held twice annually and progress reports are sent home at each nine weeks at the elementary level and each six weeks at the secondary level. State assessment results are mailed to parents annually as they become available. Teachers at all levels are encouraged to – and frequently do – call parents informally to discuss students' academic progress.

Evidence of non-compliance:

None.

3. Fail to encourage innovative programs when and where appropriate.

Evidence of compliance:

Among the innovative programs implemented in Salem-Keizer Public Schools recently is an Early College High School to reconnect students who are at risk of dropping out or have already dropped out of school. This five-year program, offered in partnership with Chemeketa Community College, provides students the opportunity to complete high school and get an Associate's Degree at the same time.

Advancement Via Individual Determination (AVID) is a program begun at McKay High School this year and is scheduled for expansion in 2008-2009. The AVID program supports students in taking more challenging coursework and teaches them the skills needed to succeed at a higher level. Helping One Student to Succeed (HOSTS) is a program initiated this year at five elementary schools and involves bringing community volunteers in to support student learning in a structured manner.

Examples of sustained innovations in Salem-Keizer include S-K Online, Bridge, and the ongoing collaborative partnering with four charter schools (Howard Street, Jane Goodall Environmental Middle School, Baker and Optimum Learning Environment).

Evidence of non-compliance:

None.

4. Fail to ensure that instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness and informing the Board about their effectiveness.

Evidence of compliance:

Instructional programs are aligned with State standards and evaluated routinely through the analysis of student achievement data and success rates of students using interim measures, such as grades and periodic assessments. The development of the District formative assessment project expands the use of common assessments across subjects and schools to further allow monitoring of instructional programs.

Professional development is aligned with State standards, school improvement plans, and targeted areas of improvement for student learning. Where possible, the use of instructional coaches supports deeper implementation of the instructional program and instructional best practice.

The supervision and evaluation of all staff is aligned with standards outlined by the Teacher Standards and Practices Commission and is informed by student achievement data and observation of professional practice.

Evidence of non-compliance:

None.

5. Fail to inform the Board prior to any deletions of, additions to, or significant modifications of the instructional program.

Evidence of compliance:

Significant modifications to elements of the Strategic Plan are reported to the Board on an ongoing basis. Examples in 2007-2008 include reports on progress with the formative assessment system, an update on the program model for English Language Learners, the development of the District literacy model, and progress in developing core standards in reading, mathematics, and secondary science.

Evidence of non-compliance:

None.

6. Fail to establish a procedure for the recommendation of instructional materials and textbook programs to the Board for approval.

Evidence of compliance:

Instructional materials are selected and purchased consistent with administrative policy and rule IFA. This year's renewal of instructional programs – including materials adoption and purchase – include elementary music and secondary science.

Evidence of non-compliance:

None.

7. Fail to adopt an administrative policy on student conduct designed to ensure a learning environment that is safe, conducive to effective learning and free from unnecessary disruption.

Evidence of compliance:

Policy JAB addresses harassment, intimidation, bullying and menacing. Policy JC addresses students' rights and responsibilities, including appropriate conduct at school. Policy JG addresses – to the degree possible – appropriate student behavior to include traveling to and from school.

Evidence of non-compliance:

None.

Superintendent Husk reiterated the background and stated that the evidence shows that the District is in compliance with EL-11. The Board, by general consensus, agreed. Director Jones asked about the student handbook being read and provided and Husk responded that it happened quite often in the District.

(See Report on EL-11 – Academic Programs, **Attachment H.**)

REPORT ON STRATEGIC PLAN: STUDY THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIORS AND STUDENT ACHIEVEMENT

Background

This month's report is in reference to the goal: Study the relationship between Leadership Behaviors and Student Achievement. This year the District has focused on building leadership capacity in four specific areas: the McREL Balanced Leadership Framework® Training; the Leadership Academy for support-side supervisors and administrators, the mentoring program for first and second year principals, and the Leadership Development class for aspiring administrators. In addition, the District has held quarterly Leadership Team meetings to analyze the progress on the Strategic Plan, celebrate successes, and address challenges.

The following are key activities currently underway supporting these goals:

- The McREL (Mid-Continental Research on Education and Learning) Balanced Leadership Framework® Training has consisted of eight days of instruction (48 hours) over the course of the year delivered by McREL trainers. In addition, there have been monthly follow-up meetings, cohort Learning Labs and other opportunities at level meetings to discuss and use the skills taught in this training. Graduate level credit was offered for this course. Level Directors and the Director of Professional Development are currently being trained to continue this instruction next year.
- Our Leadership Academy has consisted of monthly half-day trainings for 28 of our support-side leaders. This training has focused on leadership, communication, team-building and personal growth. This Academy will continue through next year.
- An administrative mentorship program has consisted of monthly topical meetings for all first and second-year principals. Experienced principals have provided ongoing mentorship for new principals through both formal and informal activities. Twelve new elementary and middle school principals were able to attend an ASCD conference on the First Year of the Principalship. The District has applied for the ODE Mentor grant which, if granted, will provide funds to extend and expand this program.
- The Leadership Development program has consisted of monthly evening classes for District teachers. This program is by application and is intended to mentor aspiring administrators and prepare them for leadership positions in the District.
- Quarterly Leadership Team meetings have given Cabinet members an opportunity to listen to concerns, share progress, gather input, and answer questions related to the District Strategic Plan.

Recruiting, hiring and retaining the best are the goals of the Human Resources Department. Professional development, purposeful communication with the administrative team, and support for new employees is

crucial to this mission. In order to retain high-quality leaders, the District must continue the training and support that have begun this year.

Challenges, opportunities and goals that face the District now and in the future include sustaining the implementation of the training in the McREL Balanced Leadership Framework® and working with the administrative team to fully implement these skills with quality, fidelity, intensity, and consistency. The District's goal is to drive this training deeper into the organization to teacher leadership. Using these skills to positively affect student achievement is the goal for 08-09.

Working with support administrators to build skills in leadership, teamwork and personal growth is intended to help with the full implementation of the Quality Assurance Model. Building strong departmental teams that see their mission as increasing student achievement through the efficient use of District resources is a goal.
Report on Strategic Plan Update (continued)

Improving communication, and refining processes and collaboration between departments are additional goals.

Mike Miller, provided a PowerPoint presentation of the relationship between leadership behaviors and student achievement (for details, see Attachment ? – Report on Strategic Plan Update).

Director Mink commented that this was how you get high achievement in students and thought it was a great focus for the District. Director Chambers and Director Day added their positive comments also.

(See Report on Strategic Plan Update, **Attachment I.**)

FUTURE WORK SESSIONS OF THE SCHOOL BOARD

(See **Attachment J.**)

SCHOOL BOARD LISTENING SESSIONS SCHEDULE

(See **Attachment K.**)

ADDITIONAL AUDIENCE COMMUNICATION

(Subjects not related to agenda items)

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

- Spring is finding the District winding up even though schools are ending for summer.
- Are looking for other funding sources for various areas of professional development.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON KIMBALL
ADJOURNED THIS MEETING AT 7:35 P.M.

Chairperson

Superintendent-Clerk