

REGULAR MEETING

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, September 9, 2008, in Room 2, at Support Services Center, 2575 Commercial Street SE, Salem, Oregon, with Chairperson Steve Chambers presiding.

BOARD MEMBERS PRESENT: Steve Chambers, Chair
Ron Jones, Vice Chair
Krina Lemons, Director
Rick Kimball, Director
Bob Mink, 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; Kristin Duce, 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: Mackenzie Ryan

SECRETARY TO THE SCHOOL BOARD
Debra Garrigues

Chairperson Chambers called the meeting to order at 6:04 p.m.

ANNOUNCEMENTS/AGENDA MODIFICATIONS

Chairperson Chambers made the following agenda modifications/announcements:

Revised Boardplate Item 1 Spotlight on Success

SPOTLIGHT ON SUCCESS

Superintendent Husk, Chairperson Chambers, 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.

ACTION ON VOTE ON OREGON SCHOOL BOARDS ASSOCIATION BOARD DIRECTOR FOR POSITION 11 (NO CANDIDATE FOR POSITION 12 HAD YET FILED)

Background

Last year, the membership of the Oregon School Board Association adopted a new governance structure, which changed the process for the election of representatives to OSBA's Board. The new process requires School Boards to vote, as a board, for the individual they would like as their representative. The following individual has been nominated to represent OSBA Board Members for Zone 11:

Krina Lemons, Director, Salem-Keizer School Board

Once the School Board has made their decision, Debi Garrigues, Secretary to the School Board, will forward the vote result to OSBA.

DIRECTOR KIMBALL MOVED APPROVAL OF CASTING A VOTE FOR KRINA LEMONS AS OREGON SCHOOL BOARDS ASSOCIATION BOARD DIRECTOR FOR POSITION 11 AS PRESENTED. SECONDED BY DIRECTOR JONES.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

(See OSBA Board Director Vote for Position 11, **Attachment B**.)

ACTION ON AMENDMENT TO BALLOT TITLE

Background

At the April 16, 2008, School Board meeting, the Board approved the dollar amount for the November 4, 2008, general obligation bond measure as \$242.2 million. Since that time, staff has become aware of a rounding error in the original amount approved by the Board and the bond amount needs to be adjusted downward by \$100,000. This amendment represents a .04% difference. This action will not affect any of the projects and the dollar amounts will not change. They still reflect the amounts that were shared with the School Board at the April 7, 2008, work session. They are:

School repairs:	\$114.2 million
Overcrowding relief and reimbursable items:	\$5.5 million
Three new elementary schools:	\$68.1 million
One new middle school:	\$54.3 million

This adjustment will align with the amounts reflected on the District's informational materials, ballot title, and explanatory statement. Staff recommends the School Board amend their original dollar amount for the construction bond from \$242.2 million to \$242.1 million.

Superintendent Husk explained that there had been a rounding error in the approved general obligation bond measure amount and that this action was to correct that slight adjustment downward by \$100,000.

DIRECTOR MINK MOVED APPROVAL OF THE AMENDMENT TO THE BALLOT TITLE AS PRESENTED. SECONDED BY DIRECTOR LEE.

Director Day asked a clarifying question about the rounding error and Superintendent Husk responded.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

(See Amendment to Ballot Title **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 Mink pulled item **4.a.(2)**.

DIRECTOR MINK MOVED ADOPTION OF THE CONSENT CALENDAR AS PRESENTED WITH ITEM 4.A.(2) PULLED. SECONDED BY DIRECTOR LEE.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

Director Mink, referring to **4.a.(2)**, said he would be *abstaining from voting* as he had been absent from the Board's annual summer retreat.

DIRECTOR LEMONS MOVED ADOPTION OF CONSENT CALENDAR ITEM 4.A.(2) AS PRESENTED. SECONDED BY DIRECTOR KIMBALL.

Adoption of Consent Calendar (continued)

BY VOICE VOTE, MOTION CARRIED WITH DIRECTOR MINK ABSTAINING. 6-Yes; 1-Absention.

- 4.a.(1) Minutes of Meetings held on August 12, 2008.
- 4.a.(2) Minutes of Meetings held on August 19, 2008.
- 4.b.(1) Adoption and Appropriation of Grant Project Budgets.
- 4.c.(1) Hiring of Licensed Supervisors.
- 4.c.(2) Personnel Actions.

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

MONITORING REPORT: EL-3 – RELATIONSHIPS WITH STUDENTS, PARENTS AND CITIZENS

Background

Executive Limitation 3: Relationship with Students, Parents, and Citizens

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

Accordingly, the Superintendent shall not:

1. *Use methods of managing information that fail to protect confidential information.*
2. *Fail to provide and communicate a process for the effective handling of complaints.*
3. *Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with ethnic, gender, disability, religious and age discrimination.*
4. *Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:*

- a. *Open, honest and effective communication in all written and interpersonal interaction.*
 - b. *Respect for others and their opinions.*
 - c. *Focus on common organizational goals as expressed in Board Results policies.*
5. *Fail to appropriately involve stakeholders in an advisory capacity in important issues, which impact them directly.*
 6. *Fail to provide timely notice to parents and students about decisions that affect them, especially program changes, school assignments and calendars.*
 7. *Fail to take reasonable steps to inform stakeholders of these policies that affect them.*

Monitoring Report: EL-3 (continued)

Evidence of compliance:

The Superintendent has ensured that this executive limitation has not been violated through several actions. Those include:

- Administrative policies/rules clearly delineate the protection of confidential information and compliance with State and Federal laws regarding discrimination.
- A written complaint procedure is shared through parent handbooks and on the District's website. Additionally, parents have the option of filing complaints with the Oregon Department of Education, the Office of Civil Rights, Teacher's Standards and Practices, and the State of Oregon Ethics Commission.
- The Superintendent meets and gathers input from external stakeholders on a regular basis. Examples of interactions include meeting with the Chambers of Commerce, Stand for Children, Marion County Commission on Children and Families, CEOs of Salem, Friends of Music, Coalition for Equality, local legislators, Rotary, and the annual School Talk Summit.
- The Superintendent meets and gathers input from internal stakeholders on a regular basis through regular school visits and meetings with school staff. Additionally, she meets monthly with the Professional Action Committee for Education. PACE is a group that represents all employees who meets for the purpose of listening, problem solving, and creating strength for the strategic plan and mission of the school district.
- The Superintendent meets regularly with communication groups comprised of licensed staff, classified staff, parents, and business leaders.
- Our high school principals are receiving focused training on public engagement.
- The District has long-standing practices for the approval and communication the school calendar and the boundary change process, which also includes a significant amount of public engagement.
-

Areas of Focus:

- Site based decision-making can complicate the communication process for individual school decisions resulting in pockets of inconsistent communication with parents.
- Staff is developing procedures through the Quality Assurance Model to structure the processes used, including public engagement, when high schools are considering major change initiatives such as master schedule changes and when any school considers a bell time or start and stop changes.
- Training for middle school principals on public engagement.

Evidence of non-compliance:

None.

Superintendent Husk reiterated the background and said the District was in compliance with Executive Limitation 3. There was brief discussion on the School Talk Summit date and the individual school communications plans. The Board, by consensus, agreed that the District was in compliance with EL-3.

(See Monitoring Report: EL-3, **Attachment E.**)

STRATEGIC PLAN UPDATE: IMPLEMENT CORE LITERACY MODEL INCLUDING THE COMPREHENSIVE PROGRAM MODEL FOR ENGLISH LANGUAGE LEARNERS

Background

This month's report is in reference to the goal: Implement the Common Literacy Model, Including the Comprehensive Program Model for English Language Learners. Strategic Plan Update (continued)

hensive Program Model for English Language Learners.

As the District moves into the implementation phase, it has begun quality professional development that will emphasize the connection between the Core Standards and each of the nine components that make up the common literacy model (Guided Reading and Writing, Shared Reading and Writing, Modeled Reading and Writing, Purposeful Instruction, Critical Thinking, Purposeful Speaking and Listening, Word Study, Authentic Reading and Writing and Intentional independent Reading and Writing). Some of the professional development strategies include:

- Summer academies
- Instructional coaches
- Learning labs
- Direct support at the school level
- Leadership training

Each of the above strategies will provide consistent training in how to use a core standard, how and when to use each of the nine components of a balanced literacy program, matching classroom assessments to instruction, and building a literacy-rich school.

The next steps include:

- Validating the effective use of the teaching strategies in the classroom.
- Continued professional development.
- Building collaborative teams within and across schools (professional learning communities).
- Continuing the alignment of formative assessment to core standards.

The goal is to increase literacy achievement through the effective implementation of the core standards and the Common Literacy Model. In doing so, children will experience a predictable and consistent learning

environment regardless of which school they attend. The outstanding quality of the work from the Curriculum and Instruction department and classroom teachers as well as the excellent leadership of John Weeks and Karen Spiegel has been vital to the District's ability to implement of the Common Literacy Model.

Steve Larsen, Director, Elementary Education, provided handouts on the Guided Reading program (for details, see Attachment G – What is Guided Reading?; and Attachment H – Guided Reading Lesson) and gave a brief explanation of the program. Various teachers and students provided presentations and examples of the Guided Reading program and how it works “hands on.”

Mary Trollen, Literacy Programs, provided a handout and a presentation via PowerPoint on the SIOP® Model of Sheltered Instruction (for details, see Attachment I – SIOP® Model of Sheltered Instruction), which is a model for teaching English language learner students. She provided various examples of teaching structures and strategies in applying the model when teaching students. Superintendent Husk pointed out that both the programs demonstrated and presented during the reports showed the complexity and thoroughness of the literacy models.

(See Strategic Plan Update: Implement Core Literacy Model **Attachment F.**)

(See What is Guided Reading?, **Attachment G.**)

(See Guided Reading Lesson, **Attachment H.**)

(See SIOP® Model of Sheltered Instruction, **Attachment I.**)

DISCUSSION ON BOARD WORK SESSION TOPICS

Director Day suggested having a work session on the policy governance model and its “end results.” Director Jones agreed and suggested a presentation first about the policy governance process in general followed by end results. Superintendent Husk reminded that at the beginning of their recent retreat, the Board had looked at a lot of end results data and information for various subject areas. She pointed out that the results information in Oregon trickles in from October throughout the winter, and added that staff planned to give further results updates at the October Board meeting. Director Jones said he would like to see a comparison showing “where we were, where we are now, and how policy governance has gotten got us there.” Superintendent Husk asked the Board if they wanted to add a work session or if the planned report at the October Board meeting would meet their needs. Director Day said he still thought they needed to have a work session. Director Kimball said he thought they needed to have a discussion on what their future expectations would be regarding end results—beyond what they had already done—and have that be the work session instead. Director Day said he agreed with that approach. There was general discussion about what to do and when to do it, and if they needed to have a work session after the October Board meeting or at a later date. There was a general consensus of agreement by the Board to have the planned report at the October Board meeting and a work session afterwards on end results.

Director Day said he'd also like to have a work session on TAG (Talented and Gifted program) and ELL (English-language learners). Director Jones suggested having a work session on these issues after the October Budget Committee meeting. There was general discussion on this idea, and that they may need to allow more time before doing that for the additional funding provided those programs last spring to show results. Superintendent Husk pointed out that the plan for the monthly budget committee meetings was to also discuss a specific topic per meeting. She explained that the District received data on various subjects at different times throughout the year and not all at once. She also reminded the Board that the Budget Committee had agreed to have other entities participate from outside the group in providing information and giving communication at the end of the monthly Budget Committee meetings. Director Mink added that the monthly Budget Committee meetings will also be about outcomes and suggestions and not just budget issues.

There was a general consensus of agreement by the Board to have Director Day's topics (TAG and ELL) presented in a budget committee meeting.

Director Lee suggested having a work session sometime after the bond election is over in order to discuss what they should do if the bond passed or didn't pass, and what other measures passed that might affect the District. There was general discussion regarding having a work session on these issues in either late November, December or early January; and all Board Directors agreed by general consensus that this would be a good work session topic. Director Mink suggested even doing a work session on the election measures prior to the election, if the Board wished.

Chairperson Chambers summed up the agreements of the Board, based on the current discussion, as follows:

- Staff would present the additional end-results report—as planned—at the October Board meeting.
- There would be a work session after the October Board meeting regarding end results in general.
- TAG and ELL would be topics discussed in the monthly Budget Committee meetings.
- The Board would have a post-election work session with a few months of the November election to discuss ramifications of the bond and other pertinent measures that passed or didn't pass.

FUTURE WORK SESSIONS OF THE SCHOOL BOARD

(See **Attachment J.**)

MONTHLY BUDGET COMMITTEE MEETINGS 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):

Dan Bronson, 890 Kenard Court NW, Salem (see Written Communication, **Attachment L**).

Laura Misaras, 1457 Greenwood, Keizer (Director Lemons commented that the Board may want to think about possibly revisiting the District's in-district transfer process at a future work session.)

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:

- Opening of Schools went wonderfully and the downtown celebration was a huge success.
- There were 80 teacher openings last year at the beginning of school, and were less than 10 this year.
- Staff is working extensively and doing lots of overtime to provide information and communicate with the community regarding the upcoming bond election.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON CHAMBERS ADJOURNED THIS MEETING AT 7:38 P.M.

Chairperson

Superintendent-Clerk