

## **REGULAR MEETING**

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, August 11, 2009, 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  
Chuck Lee, Director  
Nancy MacMorris-Adix, Director  
Chris Brantley, Director

**EXECUTIVE CABINET PRESENT:** Sandy Husk, Superintendent-Clerk; Rich Goward, Chief Financial Officer; Mary Cadez, Assistant Superintendent for Human Resources; Salam Noor, Assistant Superintendent for Research and Development; and Mary Paulson, Chief of Staff, Executive Administration.

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

Representing the Statesman Journal: Mackenzie Ryan

Representing the KeizerTimes: Herb Swett

SECRETARY TO THE SCHOOL BOARD  
Debra Garrigues

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

### **ANNOUNCEMENTS/AGENDA MODIFICATIONS**

None.

#### **COMMUNICATIONS ~ AUDIENCE**

(Subjects related to agenda items)

*None.*

#### **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.

Superintendent Husk provided a brief explanation of the District's receipt of several million dollars in federal stimulus funds and pointed out that the funds will probably not be provided after the initial two years (refer to item 3.b.(1) for details).

DIRECTOR LEMONS MOVED ADOPTION OF THE CONSENT CALENDAR AS PRESENTED. SECONDED  
BY DIRECTOR MACMORRIS-ADIX.

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

- 3.a.(1) Minutes of Meetings held on July 14, 2009.
- 3.b.(1) Adoption and Appropriation of Grant Project Budgets.
- 3.c.(1) Personnel Actions.
- 3.c.(2) Hiring of Licensed Supervisors.

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

### **READING ON REVISIONS TO BOARD POLICIES EL-7, EL-8 AND EL-9**

#### **Background**

The School Board adopted Executive Limitations (EL) 7: Budgeting/Financial Planning, EL-8: Financial Administration, and EL-9: Asset Protection, on May 8, 2007 as part of their policy governance process. Board leadership has worked with staff to clarify the language in these three policies to reflect the following intent:

- EL-7: Clarifies that the Superintendent cannot present a recommended budget, which changes the targeted ending fund balance from what is delineated in district's Financial Management Administrative Policy (ADM-A001) without approval of the Board.
- EL-8: Adds language requiring the Superintendent to notify the Board by May of each year if the revenue projections, at that time, indicate that the ending fund balance might fall outside the parameters set by the Board as outlined in the district's Financial Management Administrative Policy (ADM-A001).

Reading on Revisions to EL-7, 8, and 9 (continued)

- EL-9: Clarifies that the intent of the Board around real property is the purchase or disposal of land.

Superintendent Husk explained that the revisions were basically being provided to give more clarification in ELs 7, 8 and 9, and she reviewed the specific changes in detail.

Director Brantley asked for clarification on the use of general funds, and Superintendent Husk responded with an explanation. There was general discussion on when/what the Board approves relating to the budget message and adoption.

(See Reading on Revisions to Board Policies EL-7, EL-8 and EL-9, **Attachment B.**)

## **MONITORING REPORT: EL-2 – EMERGENCY SUPERINTENDENT SUCCESSION**

### Background

Executive Limitation 2: Emergency Superintendent Succession - *In order to protect the Board and the School District in the event of sudden and unexpected loss of Superintendent services, the Superintendent shall not fail to assure that at least one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an emergency basis, should the need arise..*

Evidence of compliance:

The Superintendent has ensured that Assistant Superintendents Mary Cadez and Salam Noor are familiar with and capable of assuming the responsibilities of the Superintendent on an emergency basis if the need should arise.

The Assistant Superintendents are present at all crucial meetings, including Board meetings, and are kept informed of key district issues. Additionally, in the event of an emergency succession, additional support would be provided to the Assistant Superintendents from the Chief of Staff.

Evidence of non-compliance:

None.

Superintendent Husk reviewed the evidence of compliance with EL-2. There was some brief general discussion on this issue. The Board by general consensus agreed that the District was in compliance.

(See Monitoring Report: EL-2, **Attachment C.**)

**STRATEGIC PLAN UPDATE: CONTINUE TO ENHANCE THE ACADEMY FOR TEACHING AND LEARNING THROUGH COORDINATING FOCUSED, QUALITY, AND SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR ALL STAFF**

Background

The Academy for Teaching and Learning entered its second year in 2008-09. The major change for the academy was the addition of training for the District's educational support professionals (classified employees). A survey was conducted in spring 2008 to assess the needs of the 2,400 educational support professionals and the data from that survey was used to determine the offerings to be added through the academy for this group of employees for the 2008-09 school year. A coordinator was added to the Professional development staff to work with this aspect of the program. During the course of the year the primary focus was providing training that was demonstrated to have the most interest through the needs assessment survey. Trainings that were offered during the year included but were not limited to: software applications, patterns for leadership design, math fluency, first aid, CPR, Guided Reading, Customer Service, Bully Prevention, Bullies on the Bus, Behavior Intervention Training, and literacy classes for instructional support professionals (\$16,326 general fund). The response to the trainings was overwhelming with over 1500 employees participating. This frequently resulted in the addition of class sessions and sometimes, unfortunately, waiting lists for participants.

The Leadership Academy for middle level managers entered its second year with thirty participants meeting monthly to learn more about their leadership style, discussing ways to lead staff more effectively, working on team building strategies, discussing the work of Covey on leadership, assessing their leadership style through organizational culture, visioning planning, generational diversity, creating the urgency for change, the LSI matrix and a 360 degree feedback process from staff and others; and mastering the YWAM high ropes course as a group in South Salem. This group has resulted in the formation of network teams of four that are continuing to meet on a regular basis to talk about leadership issues and ways to make more meaningful and effective contributions to the organization. The 2008-09 year was lead by a cabinet team and consultant (\$42,202 General Fund). The coming year will find the established group forming their own agenda and continuing the work that began in 2007.

The coaching academy entered its second year with monthly meetings and training with Steven Barkley, Consultant and National Trainer in the Collegial Coaching model, training in the common literacy model, data analysis, and formative assessment. There were thirty-seven coaches that participated in the training (\$41,159 Title IIA). This program was restructured for the coming year and there are now forty-nine coaches that will provide support services to teachers in Salem Keizer schools. Coaching was expanded at high school and middle school levels for the upcoming 2009-10 year. Coaches will receive training through the Academy for Teaching and Learning on instructional strategies for working with second language learners, data analysis,

blended coaching, and other yet to be determined topics. Planning for this group will be done through an interdisciplinary planning team with a focus on follow up and support of training.

Three "grow your own" programs were offered through the Academy for Teaching and Learning. A reading endorsement program was offered through Willamette University with nineteen teachers receiving their reading endorsements and another twenty-three teachers beginning the program this spring, 2009. The first cohort so enjoyed their shared learning experience during their endorsement program that several have gone on to complete a master's program together with an emphasis on reading (\$39,995 Title IIA.) A program for a select group of special education support professionals with their bachelor's degree and a desire to become special education teachers has resulted in a cohort of 8 working toward their masters in special education at Western Oregon University with support from the district through the Academy and a commitment to return to the district to teach in our special education program. They will enter teaching positions in the district in fall 2010 (\$32,879 Title IIA). A program for bilingual instructional support professionals to complete their masters program was provided through an agreement with George Fox University and has resulted in seven individuals completing Report on Strategic Plan Update (continued)

their masters in teaching with ESOL endorsements and entering the district as teachers in classrooms where their bilingual skills will benefit second language learners this fall (\$32,753 Title IIA).

The aspiring administrator program for individuals working in the District that have their administrative endorsements met monthly and their discussions together covered numerous topics including: the McREL Balanced Leadership material, current articles on instructional leadership, leadership style, and school management and budgeting. New administrators to the District were also provided with training in McREL Balanced Leadership that consisted of 48 hours of direct instruction and 16 hours of follow up work (\$15,185 Title IIA).

The ESOL endorsement program was offered through a cooperative arrangement with Corban College. Forty-five teachers are completing their endorsements through Corban, another 159 teachers completed the SIOP training, and 126 teachers completed GLAD training offered on the weekends and after school hours during 2008-09. In addition, 112 teachers completed ELD training (Title I). Cultural competence training was offered to two cohort groups through the Stir Fry Seminar Group this year with thirty-six administrators participating in the training. Seven administrators attended the Beyond Diversity conference and received training in working with Courageous Conversations about diversity. Plans are to continue the work this year with the Beyond Diversity team (\$25,000 Title IIA/General Fund)

Fifty licensed professionals from the District attended Solution Tree Professional Learning Community Institutes in Seattle and San Diego during the year (\$46, 815 Title IIA). In summer 2010, Salem-Keizer Schools will host one of the Professional Learning Community National Institutes at North Salem High School. This will permit participation in this excellent training for even more teachers at a reduced cost to the District.

A second District special education conference was held in the spring and coordinated through the Academy for special education staff and included presentations by national consultant, Kent Gerlach and program assistants from our special education program on selected topics (\$10,000 SKEF Grant). June brought a 3-day summer institute program for District leadership and 150 instructional leaders and forty-three coaches participated in the training on data analysis with Raymond Smith and strategies for working with English Language Learners with Jane Doty Fisher (\$10,406 Title IIA). An opening institute is planned for August 10<sup>th</sup> and 11<sup>th</sup> for District-wide leaders and middle level managers including office managers with presentations on Leadership and Overcoming Obstacles, Diversity in the Workplace and Customer Service.

Funding resources used for professional development during the 2008-09 year included Title II A and general fund dollars. The availability of federal stimulus dollars will prevent reductions in professional development and the Academy for Teaching and Learning in the 2009-2010 year.

Mary Cadez, Assistant Superintendent of Human Resources, provided a presentation—via a PowerPoint—of the ongoing focus of continuing to provide a quality, sustainable professional development program for all staff (see the above background and Attachment D for details). She added that mandatory trainings are now online for staffs' convenience.

There was general discussion regarding long term funding sustainability for professional development, the progress “so far” and outcome monitoring, “pockets of excellence” (noticeable dramatic changes), being diligent in follow-up training, the importance of school improvement plans in professional development, progress at the high school level as compared to the K-8 level, and the large numbers of staff who participate in professional development.

(See Strategic Plan Update: Teaching and Learning Academy, **Attachment D**.)

### **INFORMATION ON SALEM-KEIZER PUBLIC SCHOOLS HEAD START PRE-KINDERGARTEN PROGRAM**

Director MacMorris-Adix asked a funding clarification question and Stephanie Wetzel, Coordinator, Early Childhood Development, responded. There was general discussion on the waiting list for the program and the qualification criteria as well as program funding. For further information, see Attachment E.

(See Information on Head Start Pre-Kindergarten Program, **Attachment E**.)

### **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 commented on the following:

- Lots of good things happening in recruiting and staffing within the District.
- Repairs and maintenance of District buildings—specifically schools—is going well and has been enhanced by several great community partnerships.
- Several wonderful new principals are on board this year.
- Chalkboard has chosen nine new schools to work with on their current projects.

- Several comments from summer school students.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON  
CHAMBERS ADJOURNED THIS MEETING AT 7:13 P.M.

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Chairperson

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Superintendent-Clerk