

REGULAR MEETING

The Regular Meeting of the School Board of School District 24J, Marion County, Salem, Oregon, was held Tuesday, May 12, 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
Bob Mink, Director
Hanten Day, Director
Chuck Lee, Director

EXECUTIVE CABINET PRESENT: Sandy Husk, Superintendent-Clerk; Glenn Gelbrich, Deputy Superintendent; Rich Goward, Chief Financial Officer; Mary Cadez, Assistant Superintendent for Human Resources; 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

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

Chairperson Chambers made the following agenda modifications/announcements:

Revised Boardplate Item 4.c.(2) Personnel Actions

Added Executive Session immediately following the Board meeting

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 Attachment B – Brochure on Roberts High School Speedster Restoration Project).

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

(See Robert High School Speedster Project, **Attachment B.**)

COMMUNICATIONS ~ AUDIENCE

(Subjects related to agenda items)

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

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.

Director Mink pulled item 4.a.(1).

Director Lee pulled item 4.a.(2).

DIRECTOR LEMONS MOVED ADOPTION OF THE CONSENT CALENDAR AS PRESENTED WITH ITEMS
4.A.(1) AND 4.A.(2) PULLED. SECONDED BY DIRECTOR KIMBALL

BY VOICE VOTE, MOTION CARRIED UNANIMOUSLY.

Director Mink, referring to item 4.a.(1), explained that he would be abstaining from voting on the minutes as he did not attend that meeting. Director Lee added that he, too, would be abstaining for the same reason.

DIRECTOR LEMONS MOVED ADOPTION OF ITEM 4.A(1) AS PRESENTED. SECONDED BY DIRECTOR KIMBALL.

BY VOICE VOTE, MOTION CARRIED WITH DIRECTORS MINK AND LEE ABSTAINING. 5-Yes; 2-Abstentions.

Consent Calendar (continued)

Director Lee, referring to item 4.a.(2), explained that he would be abstaining from voting on the minutes as he had not attended the meeting.

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

BY VOICE VOTE, MOTION CARRIED WITH DIRECTOR LEE ABSTAINING. 6-Yes; 1-Abstentions.

- 4.a.(1) Minutes of Meetings held on April 14, 2009.
- 4.a.(2) Minutes of Meetings held on April 28, 2009
- 4.b.(1) RFP 464 – Reimbursement Resolution for Financing the Purchase of School Buses.
- 4.b.(2) Electric Transmission Line and Road Easement at 5260 Gaffin Road SE, Tax Lots 3100 and 3200.
- 4.b.(3) Anchor Easement at 5260 Gaffin Road SE, Tax Lot 3200.
- 4.b.(4) Adoption and Appropriation of Grant Project Budgets.
- 4.c.(1) Hiring of Licensed Supervisors.
- 4.c.(2) Personnel Actions (addition to original boardplate provided).

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

MONITORING REPORT: EL-11 – TEXTBOOK AND INSTRUCTIONAL MATERIALS

Background

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 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:

Salem-Keizer teachers were represented on each of the statewide standards review teams in mathematics and science. Teams of teachers district-wide developed core standards from the many standards outlined by the Oregon Department of Education. Professional development opportunities are provided district-wide. The standards are listed at each grade level and the two adjoining grade levels above and below that grade are included, thereby helping teachers differentiate their instruction based on the needs of their students. The formative assessment system is directly aligned with the core standards. Two district-wide formative assessments are given annually. Many teams of teachers are also constructing their own assessments at the team level. These assessments are developed from a bank of assessment items that align directly with the core standards and assist teachers in making timely adjustments to their instruction.

Monitoring Report – EL-11 (continued)

We follow all state and federal mandates. Monitoring visits were completed this year for the migrant education pre-kindergarten program and our homeless student program. There were no findings in these areas and several commendations. These were the only two areas monitored this year. The Oregon Department of Education also conducted an annual Systems Performance Review and Improvement and the District met standards.

Evidence of non-compliance:

In a complaint regarding our Talented and Gifted Program last year, ODE found two areas which needed attention: communication with parents and accountability at the school level. The TAG staff has been working this year with our teachers and administrators to address these two areas. As a part of that effort, the TAG program leadership has implemented a TAG advisory committee comprised of parents and school staff. We have been in regular contact with ODE regarding these efforts to ensure we are on the right track in responding to their suggestions. We anticipate a report on these efforts in early summer.

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

Evidence of compliance:

School staff members offer parent-teacher conferences in the fall and spring to report student progress. Report Cards/Progress Reports are distributed three times each year at the elementary level and every six weeks at the secondary level. Several of our secondary schools are piloting an Intouch system that allows parents to view students' grades online at any point. This is a pilot, so there is a wide range of practice from school to school. At the conclusion of this year's pilot program, we will be exploring ways to standardize our practice with this system.

Evidence of non-compliance:

None.

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

Evidence of compliance:

Schools and teachers are encouraged to develop innovative programs consistent with the District's Mission and Strategic Plan. Examples of innovative programs: S-K Online, Early College High School, Intouch reporting system, partnerships with the Salem and Keizer Chambers of Commerce, and a wide range of projects funded by the Salem-Keizer Education Foundation. The Summer Academy provides instruction to students while offering professional development related to the literacy model, English Language Acquisition, credit attainments, etc. There are four charter schools sponsored by Salem-Keizer Public Schools.

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.

Monitoring Report – EL-11 (continued)

Evidence of compliance: Many forms of data are used to monitor the effectiveness of our academic programs. Statewide assessments, district formative assessments, attendance, behavior referrals, dropout rates, and more are analyzed annually – or more often – to assess the success of our programs. SAT and ACT assessment results provide feedback about our students' readiness for post-secondary education. While instructional coaches are not used for evaluative purposes, they provide an opportunity for us to refine instructional practice in a more timely fashion. Administrators use the supervision and evaluation process to help teachers develop professionally and, in some instances, to discontinue the employment of teachers who do not meet standards. Regular reports to the Board are provided in an annual achievement report given in the fall of each school year. Statewide data is released throughout the school year and the Board is updated as soon as possible.

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:

The Board is notified of pending adoptions of instructional materials and program changes. The changes outlined in the Strategic Plan have all been reported to the Board as they were being planned. The core standards project, formative assessment development, and literacy model have all been reported on in one or more of the monthly Strategic Plan updates.

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:

The procedure for reviewing and recommending instructional materials – including textbooks – is outlined in Administrative Policy IFA and administrative rules IFA-R and IFAB-R. Recent adoptions in mathematics, science, etc., have all been presented to the Board in accordance with the guidance provided therein.

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:

Administrative policies outline student conduct relative to school (JD and JD-R) and bus transportation (JCE and JCE-R). There is also an administrative policy specifically addressing harassment, intimidation, bullying and menacing (JAB). Students' rights and responsibilities are outlined in Administrative Policy JC. These policies include provisions for how students and parents are notified of the behavioral expectations of students, the procedures through which discipline is applied, and an appeals process.

Monitoring Report – EL-11 (continued)

Evidence of non-compliance:

None.

Glenn Gelbrich, Deputy Superintendent, reviewed the evidence of compliance/non-compliance for each area of Executive Limitation 11 relating to textbook and instructional materials. He concluded that the evidence showed the District was in compliance in all areas with two areas of improvement targeted in the TAG (Talented and Gifted) program.

Chairperson Chambers asked a question relating to the InTouch System and if it showed homework progress as well as grades (online). Mr. Gelbrich responded that it would. Chairperson Chambers also asked about specific schools the system was in and Mr. Gelbrich said he would provide that information to the Board.

The Board, by general consensus, agreed that the District was in compliance with EL-11.

(See Monitoring Report: EL-11 – Textbook and Instructional Materials, **Attachment D.**)

STRATEGIC PLAN UPDATE: IMPLANT CORE STANDARDS IN LITERACY, MATHEMATICS AND SECONDARY SCIENCE

Background

The purpose of developing and implementing core standards is to better focus and align classroom instruction to the core learning outcomes. In literacy alone – just at the third grade level – there are nearly ninety (90)

standards outlined by the Oregon Department of Education. The volume of these standards – when combined with scores of standards in other content areas – diminishes the focus of instruction.

For the past two years, representative teachers across the District worked in teams to focus the curriculum on key content area standards in literacy, mathematics, and secondary science for students in kindergarten through tenth grade. These standards provide the basic framework for instructional plans and the formative assessment system. Likewise, they align tightly to the Oregon Assessment of Knowledge and Skills (OAKS). The core standards link instruction and assessment together as the District focuses the instruction, assesses students' progress, analyzes their performance, and designs future instruction.

The standards have been presented to all school staff and are embedded in the many professional development opportunities offered to teachers. The standards and their link to instruction have been an essential part of the professional development provided to and by the instructional coaches. School administrators are all being trained on the standards and their role in the classroom. Core standards are visible on the Curriculum Department page of the District's website. In literacy and mathematics, the grade level standards are accompanied by the standards for the grade levels above and below that grade. This supports teachers' efforts to differentiate instruction for students who need review and/or a challenge within these subject areas. Teachers share the standards with students, allowing them to know what the learning targets are for the year. With over 2,000 teachers and nearly 40,000 students, the greatest challenge is to ensure that all teachers and students know and use the standards as the foundation for their teaching and learning. As the District brings new teachers on, it must be intentional about familiarizing them with the standards.

Strategic Plan Update (continued)

Core standards will continue to be at the center of District professional development activities, ranging from seminars and workshops to coaching and planning. School visits and walkthroughs include opportunities to notice evidence of the core standards at work in the classroom. The professional development embedded in the summer school programs focus on bringing these core standards to life in instructional practice.

Mr. Gelbrich provided an overview—via a PowerPoint presentation—of the core standards in literacy, mathematics and secondary science (see background information above for details).

Director Day asked if he could have a set of all the standards for clarification, and Chairperson Chambers responded that the Board had been provided those standards earlier and that they were available online at the District's website. There was general discussion on training/educational locations and environments related to the core standards; and standards in general statewide.

(See Strategic Plan Update: Implement Core Standards, **Attachment E.**)

FUTURE WORK SESSIONS OF THE SCHOOL BOARD

(See **Attachment F.**)

Chairperson Chambers asked if any Board Directors would like to add any work sessions topics to the list for consideration and no Board Directors had any topics at that time.

MONTHLY BUDGET COMMITTEE MEETINGS SCHEDULE

(See **Attachment G.**)

ADDITIONAL AUDIENCE COMMUNICATION

(Subjects not related to agenda items)

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

Serena Solaturo and Courtney Jarvis, addresses provided, (see *Written Communication, Attachment H*).

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:

- “Where We Are Right Now” in the budget process given that the District may be \$30-\$40 million short for next year’s budget.
- Good feedback has been received from internal leadership about how to communicate budget information both internally and externally.

Chairperson Chambers reviewed upcoming budget meeting dates.

NO FURTHER BUSINESS BEING PRESENTED AT THIS TIME, CHAIRPERSON CHAMBERS ADJOURNED THIS MEETING AT 7:05 P.M.

CONSENT CALENDAR

4.a.(1)

June 9, 2009

Page 9

Regular Meeting

May 12, 2009

Chairperson

Superintendent-Clerk