

**SUPERINTENDENT'S OFFICE**

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February 18, 2025

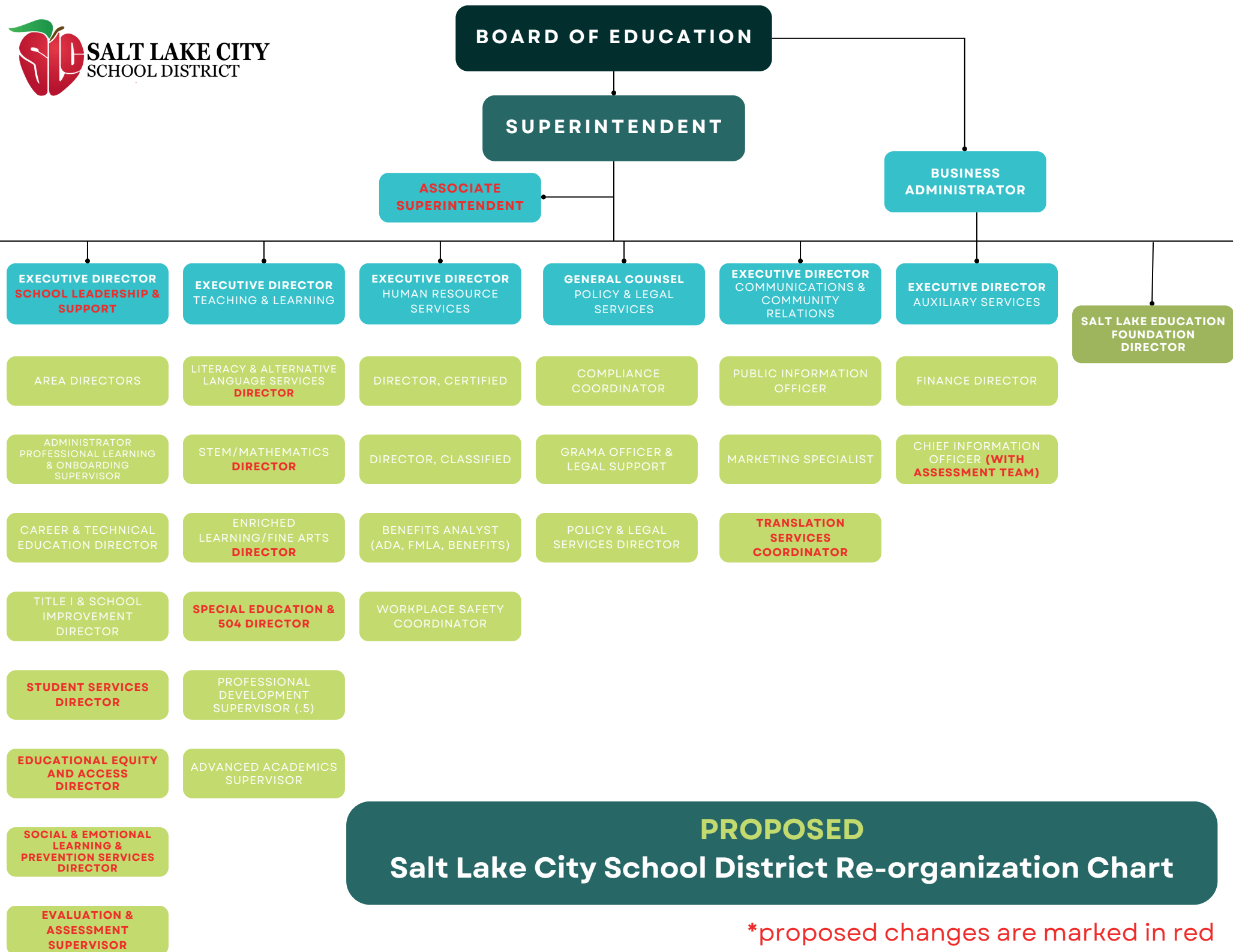
To: Board of Education
From: Superintendent Grant
Re: District Department Reorganization Proposal

Attached is the same powerpoint describing position changes as presented at the February 4th board meeting and organizational charts that reflect the changes as well.

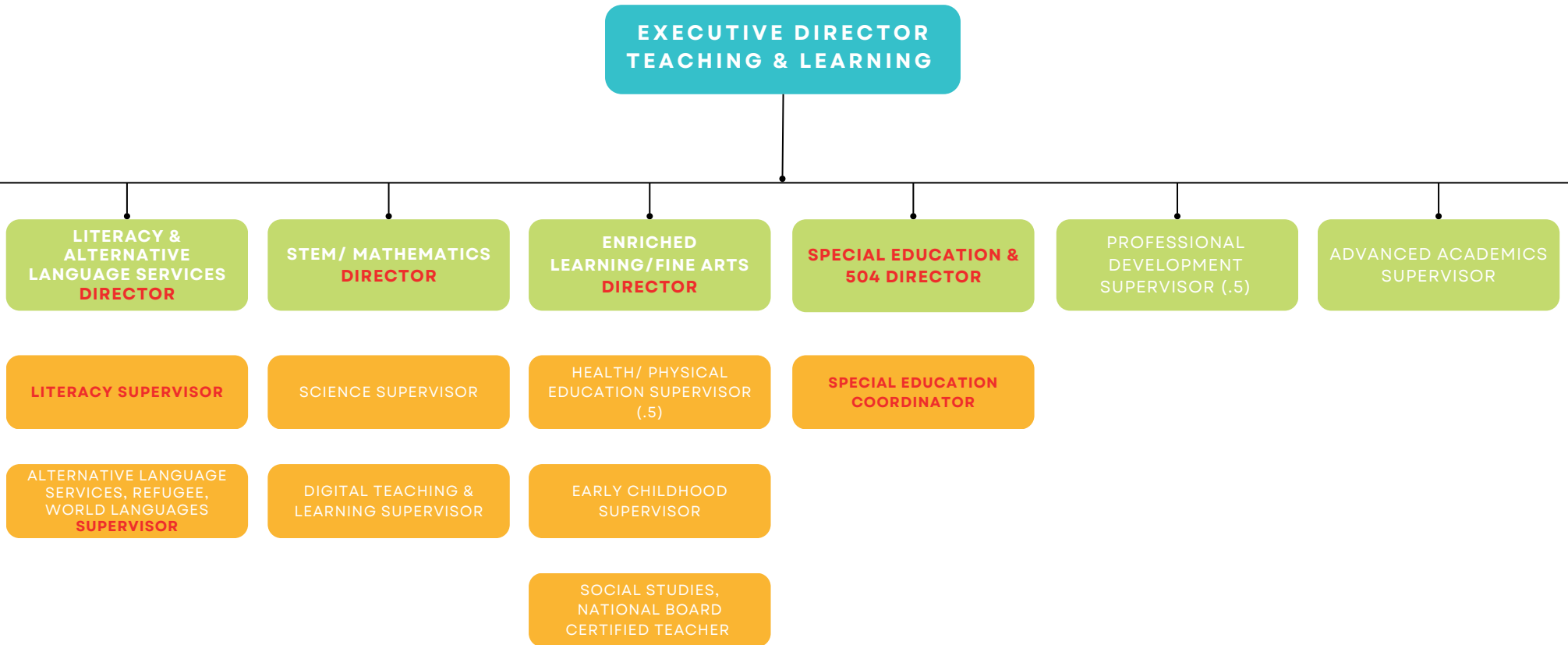
The financial impact of the proposed reorganization is presented below.

Eliminate Executive Director of Equity role	\$(191,106.55)
Literacy Director from Director 3 to 2	\$3,284.00
Math Supervisor to Director 2	\$5,254.00
Fine Arts Supervisor to Director 2	\$5,254.00
ALS/Refugee Coordinator to Supervisor	\$7,882.00
New Literacy Supervisor position	\$142,521.00
Assessment Director 3 to Supervisor	\$(1,970.00)
Eliminate Equity 201 Day Secretary role	\$(43,823.00)
Net Change in Salary	\$(72,704.55)
Estimated Change in Benefits	\$(25,446.59)
Total Change in Expenditure	\$(98,151.14)

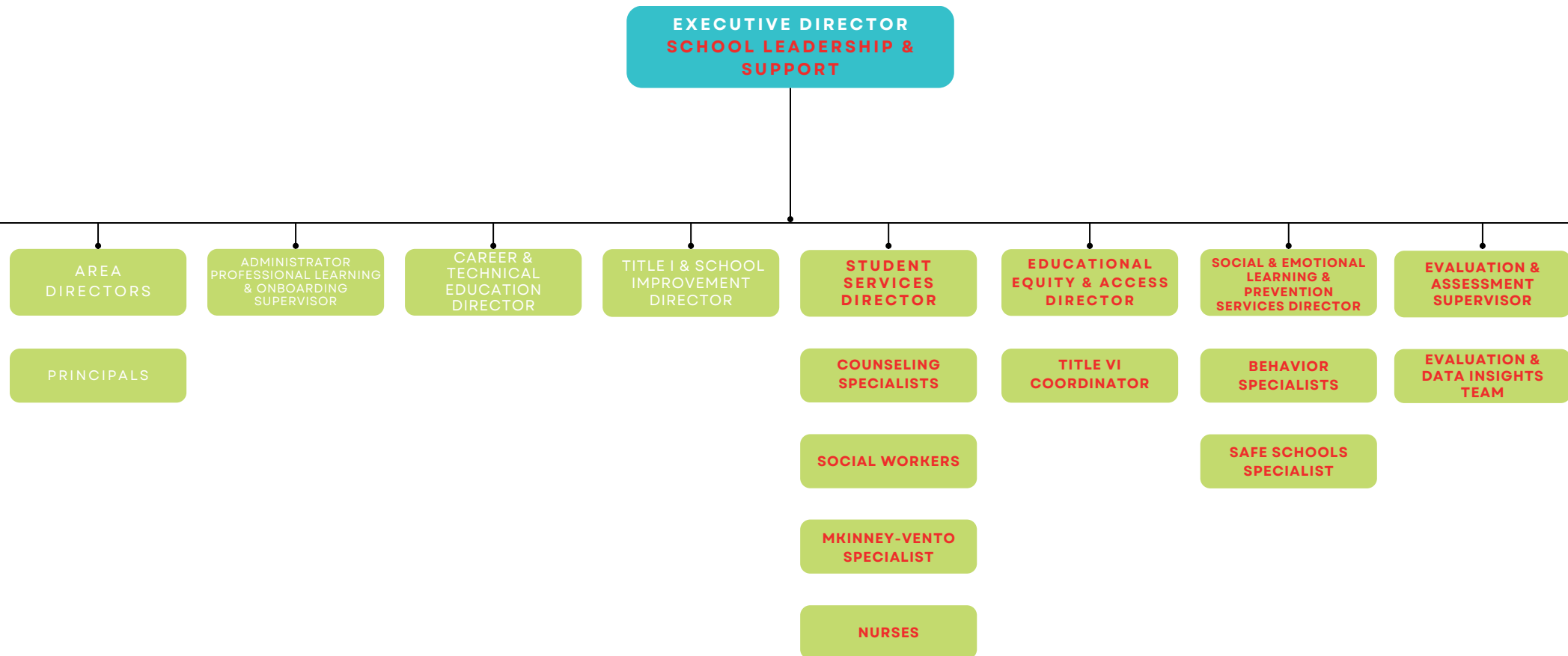
Upon approval of the reorganization proposal, the board would also be approving the new Literacy Supervisor position in Teaching and Learning. That job description is attached for reference.



PROPOSED Teaching & Learning Re-organization Chart



PROPOSED School Leadership & Support Re-organization Chart





District Department Reorganization Proposal

Second Presentation with Updates

February 4, 2025



Guiding Principles

1. Core Focus on Teaching and Leadership
2. Equity is a Shared Responsibility
3. Accountability with Support and Trust



Educational Equity and Student Support (EESS) department would now largely sit within the School Leadership and Support (SLS) department

- Rename the department of School Leadership and Performance as School Leadership and Support (SLS)
- Move the office of Student Services and Counseling (including counseling, nursing, SRO's, and McKinney-Vento) to the SLS department. Director Mindi Holmdahl will report to Executive Director Taylor.
- Move the office of Multi-Tiered Systems of Supports and Social Emotional Learning (including safe schools and behavior specialists) to the SLS department. Director Alli Martin will report to Executive Director Taylor.
- Rename the MTSS/SEL position as SEL & Prevention Services Director.



Continued

- Move the office of Educational Equity and Access to the SLS department. When hired, the director will report to Executive Director Taylor.
- Move Translation Services to the department of Communications and Community Relations. Translation Coordinator Bob Muench will report to Executive Director Chatwin.
- SROs will report directly to Dr. Taylor.



Place Special Education in the Teaching and Learning department and reorganize the department

- Move the office of Special Education and 504 Plans to the Teaching and Learning department. Director Erin Anderson will report to Executive Director Hall.
- Reorganize department with new leadership roles:
 - Promote the Literacy Director from a Director 3 to Director 2 with two direct reports
 - Promote the STEM/Mathematics Director from a Supervisor to Director 2 with two direct reports
 - Promote the Fine Arts Supervisor to Enriched Learning/Fine Arts Director from Supervisor to Director 2 with three direct reports
 - Promote the ALS/World Language/Refugee Coordinator to Supervisor
- Create a new Literacy Supervisor position reporting to Dr. Chelsea Malouf.



Reorganize the Evaluation and Assessment teams

Create two separate offices with a shared supervisor

- Place the operations of the Assessment team (testing support and data collection) in the IT office
- Place the newly named Evaluation and Data Insights team (program evaluation, surveys, data analysis and reporting) in the School Leadership office



Discussion

Literacy Supervisor

Contract: 242 day

Salary Schedule #8, Lane IV

FTE: 1.0

FLSA Status: Non-Exempt

This position is benefits eligible

Purpose Statement:

The Literacy Supervisor will support the Literacy Director and ensure that administrators receive the necessary professional development and support to enhance literacy instruction across all schools. This will allow the district to meet its literacy goals and maintain high standards of instructional leadership.

The SLCS D literacy goal is to have 70% of students in every grade reading at grade level. This is crucial to meeting the vision of the superintendent and the Board, as literacy is the foundation of academic success and lifelong learning. By prioritizing literacy, the district is committed to empowering every student with the essential skills needed to read, write, and communicate effectively. This focus on literacy aligns with the district's broader vision of equity and excellence, ensuring that all students, regardless of background, have access to high-quality instruction that prepares them for future success.

The District Literacy Supervisor will be responsible for supporting schools in the implementation of district-wide literacy programs. This role involves working closely with school administrators, teachers, and other staff to enhance literacy instruction and student achievement. The Supervisor will also manage the LETRS (Language Essentials for Teachers of Reading and Spelling) program, ensuring that it aligns with district goals and state standards. The coordinator would also support the Director in completing ECAPs for the ELA department.

Minimum Qualifications:

1. Master's degree in Education, Literacy, Reading, or related field.
2. Valid professional license for the State of Utah with administrative endorsement.
3. Minimum of 5 years of experience in teaching, literacy coaching, or a related role, with a strong background in literacy instruction and program management.
4. Strong understanding of elementary literacy development, instructional strategies, and assessment practices.

Preferred Qualifications:

1. Minimum of 3 or more years of school administrative experience, including experience supervising employees.
2. Three or more years of experience in a Title I school(s).
3. Demonstration of effective work with a diverse set of internal and external stakeholders such as families, educators, administrators, and/or an advisory or school board.
4. Two or more years of experience implementing or monitoring current state and federal policies and regulations.
5. Speak, read, write, and understand Spanish.
6. Experience creating consistent documents, presentations, and meeting materials.
7. Demonstrate a high level of commitment and professionalism.
8. Strong fluency skills in both written and spoken English.
9. Excellent communication, collaboration, and leadership skills.
10. Ability to analyze data and use it to drive instructional decisions.
11. Experience with LETRS or similar programs is highly desirable.

Essential Functions:

- Program Implementation and Support:
 - Assist schools in implementing district literacy programs by providing guidance, resources, and professional development.
 - Collaborate with school administrators to develop and execute school-specific literacy plans that align with district goals.
 - Monitor and assess the effectiveness of literacy programs, providing feedback and recommendations for improvement.
- Professional Development:
 - Plan, organize, and deliver professional development workshops and training sessions for teachers and administrators on best practices in literacy instruction.
 - Support the ongoing professional growth of educators by providing coaching, modeling, and resources to improve literacy instruction.
 - Manage and oversee the LETRS program, ensuring that all participants receive high-quality training and support.
- Collaboration and Communication:
 - Work closely with other district specialists, school-based literacy coaches, and teachers to ensure a cohesive approach to literacy instruction across all schools.
 - Serve as a liaison between the district and schools, facilitating communication and collaboration on literacy initiatives.
 - Maintain open and effective communication with all stakeholders, including parents, to promote literacy development at home and in the community.

- Data Analysis and Reporting:
 - Analyze literacy data from assessments and other sources to identify trends, areas of need, and opportunities for improvement.
 - Use data to inform decision-making and to tailor support to individual schools or student groups.
 - Prepare reports and presentations for district leadership on the progress and impact of literacy initiatives.
- Maintain professional workplace etiquette and represent the department/district in a professional manner; maintain confidentiality; observe FERPA and other student privacy laws.
- Work with limited supervision; ability to work effectively under constant deadlines and time constraints; manage multiple tasks and responsibilities and prioritize accordingly.
- Drive to school locations and other job-related sites.

Work Environment:

- Based in district office with regular visits to schools.
- Occasional evening or weekend work may be required for training sessions or special events.
- The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, walking, sitting, standing, stooping, bending, kneeling, crouching, and/or crawling and significant fine finger dexterity, driving an automobile.
- Risks found in the typical work environment which is generally hazard free and is adequately lighted, heated and ventilated, e.g., safe use of office equipment, avoiding trips and falls, observing fire regulations.