



BOARD OF DIRECTORS
Karina Guzmán Ortiz, Chair
Cynthia Richardson, 1st Vice Chair
Ashley Carson Cottingham, 2nd Vice Chair
Satya Chandragiri, Lisa Harnisch, Krissy Hudson, María Hinojos Pressey
PO Box 12024, Salem, Oregon 97309-0024 • 503-399-3001

Andrea Castañeda, Superintendent

AGENDA

BOARD MEETING

6:00 p.m. Business Session (public session)

August 13, 2024

Location: Boardroom, 2575 Commercial Street SE, Salem, Oregon.

Public access is available online:

English: <https://youtube.com/live/peMzFjKXZ6k>

Spanish: <https://youtube.com/live/2zJv8SonKWk>

ASL: Services provided during meeting.

Spanish audio interpretation: via Interactio app. Launch the app and use event code: **SKPS24J**

Meeting broadcast on CC:Media, channel 21. Closed caption in English through CC:Media television and YouTube.

1. **CALL TO ORDER 6 p.m. (public session)** Chairperson
 - a. Attendance
 - b. Land Acknowledgement
 - c. Pledge of Allegiance
 - d. Agenda Modifications

2. **SWEARING IN OF NEW STUDENT ADVISORS TO THE BOARD** Chairperson
 - a. Swearing in of Sofia Castellanos Del Rio, Student Advisor to the School Board

3. **REPORTS/PRESENTATIONS** Superintendent
 - a. Superintendent's Report

4. **PUBLIC COMMENT** Chairperson

Public comment will be accepted by calling in, joining online, or in writing, (sign-up using the online form is required). The link to sign up to provide public comment opens when the agenda is posted and **closes at 3 p.m. Monday**. Please [click here](#) to sign up. Directions for all types of public comment are included in the sign-up form.

A lottery system will be used to select speakers at random. Depending on the number of people who signed up to comment, we may not be able to hear from everyone. For this meeting, **thirty (30) minutes** will be designated for public comment. Each speaker will be allowed up to three (3) minutes. Electronic mechanisms are utilized online and in the meeting room for translation purposes. The board will receive the written public comment prior to the board meeting, and the written comment will be posted on the district website.

5. **ACTION ITEMS** Chairperson
 - a. Adopt Resolution No. 202425-02 – Multiple-Unit Housing Tax Incentive Program Application 277 NE High Street, Salem, Oregon

6. **CONSENT CALENDAR** Chairperson
 - a. Acceptance of Grants
 - b. Adopt Resolution No. 202425-01 – Safe and Welcoming Schools
 - c. Personnel Actions

7. **READINGS/DISCUSSION** Chairperson
 - a. 1st read – Commitment to Equity Centered on Race and Anti-Racism Resolution
 - b. 1st read – Monitoring Superintendent Performance (BSL – 3)

8. **INFORMATION/STANDARD REPORTS (*written form only*)** Chairperson
 - a. Graduation report 2024
 - b. Board/Budget Meeting Calendar

9. **BOARD REPORTS** Chairperson

Board reports are to share the work from formal committee assignments and activities of the board related to youth programs and school district activities.

10. **ADJOURNMENT** Chairperson

**RESOLUTION NO. 202425-02
REQUEST FROM THE CITY OF SALEM
TO THE SALEM-KEIZER SCHOOL DISTRICT TAXING DISTRICT**

Background/Discussion

In June 1976, Salem City Council (Council) enacted the Multiple-Unit Housing Tax Incentive Program (Program), Salem Revised Code (SRC) 2.790-2.835. The Program is authorized by Oregon Revised Statute (ORS) 307,600-307.691, which allows local governments to establish a program for property tax exemptions to “stimulate the construction of transit supportive multiple-unit housing in the core areas of Oregon’s urban centers to improve the balance between the residential and commercial nature of those areas, and to ensure full-time use of the areas as places where citizens of the community have an opportunity to live as well as work.” The Program allows a property tax exemption for up to ten years.

On May 13, 2024, Salem City Council approved Resolution No. 2024-15 approving Deacon Development’s (the Applicant) participation in the Program. The proposed development will be located at 277 High Street NE in Salem, replacing the paid parking lot that was the original site of the Old Salem City Hall until it was demolished in 1972. The project proposes the construction of a new 6-story mixed-use building consisting of 105 new apartment units. The project will also bring affordable living units to downtown Salem by setting aside and designating 15% of the units as affordable living units at the 80% median family income level, something the city is in great need of.

Pursuant to ORS 307.606(1), in order for a project to be exempt from property taxes from other taxing districts, such as counties or the school district, the governing bodies of the taxing districts, representing 51% or more of the total combined rate of taxation levied on the property under consideration, must agree by resolution to the exemption. The City of Salem (City) and the Salem-Keizer School District collectively represent approximately 52% of the total property tax levy (29% and 23% respectively). The Project is within the Riverfront-Downtown Urban Renewal Area so there will be no change to the school district’s tax revenue.

Pursuant to ORS 307.606(1), the City of Salem has formally requested that the Salem-Keizer School Board of Education agree by resolution to the policy of providing tax exemptions for multiple-unit housing as approved by the Salem City Council.

The Board heard a first reading at the board meeting on July 23, 2024.

Recommendation/Board Action

This item is recommended for approval.

**RESOLUTION NO. 202425-02
AUTHORIZING AGREEMENT OF REQUEST
FROM THE CITY OF SALEM
TO THE SALEM-KEIZER SCHOOL DISTRICT TAXING DISTRICT**

WHEREAS ORS 307.606(1) provides that a tax exemption approved under a Multiple-Unit Housing Tax Incentive Program only applies to the tax levy of a city or county that adopts the provisions of ORS 307.600 to 307.637, except that the tax exemption shall apply to the ad valorem property taxes of all taxing districts when upon the request of the city or county that has adopted the provisions of ORS 307.600 to 307.637, the rates of ad valorem taxation of taxing districts whose governing boards agree by resolution to the policy of providing tax exemptions for multiple-unit housing as provided in ORS 307.600 to 307.637 when combined with the rate of taxation of the city or county that adopts the provisions of ORS 307.600 to 307.637, equal 51 percent or more of the total combined rate of taxation levied on the property which is tax exempt under ORS 307.600 to 307.637; and

WHEREAS the Council of the City of Salem has adopted Resolution No. 2024-15 approving the Applicant's (Deacon Development) application for tax exemption under the Multiple-Unit Housing Tax Incentive Program (Program); and

WHEREAS the City of Salem has officially requested that the Salem-Keizer School District Board of Education agree by resolution with the policies established in the City of Salem's Program;

NOW, THEREFORE, BE IT RESOLVED that the Salem-Keizer School District Board of Education agrees with the policies established in the City of Salem's Program, and therefore agrees with an exemption from property taxes of all applicable taxing districts consistent with this decision.

Cynthia Richardson, Chairperson,
Board of Directors, Salem-Keizer Public Schools

Date

APPROVAL OF GRANT ACCEPTANCE

Background/Discussion

Grant funds for special projects, which are consistent with district goals and objectives, are recognized as desirable funding sources. Each year millions of dollars in grant fund budgets are submitted to the school board for approval.

GVP24 Preschool Promise

Early Childhood Program

Preschool Promise program will provide the district with the ability to serve an additional 141 pre-k students at Richmond, Bethel, Chapman Hill, Hallman, Seymour Center, Kennedy, Englewood, and Clear Lake Elementary School. These funds will go towards staffing, professional development, and classroom supplies.

Funding Breakdown:		\$2,361,750
Instruction	\$2,104,963	
Support Services	\$185,912	
Enterprise and Community Services	\$70,875	

Funding Source:
 Oregon Department of Early Learning & Care

GV424 Kindergarten Readiness Partnership & Innovation

Early Childhood Programs

This grant's focus is to increase children's readiness for kindergarten as measured by the Oregon Kindergarten Assessment and strengthen connections between early learning and K-12.

Funding Breakdown:		\$173,641
Support Services	\$15,000	
Enterprise and Community Services	\$158,641	

Funding Source:
 Marion & Polk Early Learning Hub, Inc.

GV124 PGE Electric School Bus

Transportation/Fleet Services

This grant will provide funding for the incremental cost of an electric school bus (the difference in cost between the traditional unleaded or diesel-powered bus). The funds are also available for training drivers and technicians.

Funding Breakdown:		\$567,646
Support Services	\$567,646	

Funding Source:
 Portland General Electric Company

**GQ224 Oregon Head Start/Prekindergarten
Early Childhood Programs**

This is a continuation grant for our Head Start Oregon Prekindergarten program. This will allow us to serve 394 students in 16 Head Start classrooms. Students receive support in all developmental areas. This program will raise achievement in that students will be coming to school socially and academically prepared.

Funding Breakdown:		\$7,708,503
Instruction	\$5,551,700	
Support Services	\$2,156,803	

Funding Source:
 Oregon Department of Early Learning & Care

**GF025 Perkins
CTE Department**

The Perkins grant provides funding for startup CTE programs, professional and curriculum development as well as technology upgrades. All planned strategies and activities are developed through integrated guidance.

Funding Breakdown:		\$543,273
Instruction	\$29,335	
Support Services	\$513,938	

Funding Source:
 ODE

Recommendation/Board Action

Staff recommends the board approve the grant/contract budgets and authorize the director of budget and financial services to enter into a contract with the organizations in the above listed grant/contract awards. Additionally, the board is requested to authorize an inter-fund loan, if necessary, from the General Fund to the Special Revenue Fund for the period between program expenditures and the receipt of program reimbursement. Money so loaned will be returned to the General Fund.

**RESOLUTION NO. 202425-01
SAFE AND WELCOMING SCHOOLS**

Background/Discussion

The intent of the policy is to clearly convey to students, staff, and community the school board's ongoing commitment to providing a safe and welcoming environment for our students. This resolution was first initiated as part of policy in January 2017, with the action to include annual affirmation of the resolution.

The board and district have since worked to revise the resolution to include more explicit language about eradicating all forms of racism and commitment to fostering a more equitable and inclusive environment for students, staff members, parents, and community members. This resolution is voted on at the beginning of each school year as we want our students, their families, and our community to understand our commitment as the school year begins.

Recommendation/Board Action

Staff recommends the board adopt Resolution No. 202425-01 Safe and Welcoming Schools.



**RESOLUTION NO. 202425-01
SAFE AND WELCOMING SCHOOLS**

WHEREAS the Salem-Keizer Public Schools Board of Directors was elected by the people to provide leadership and vision for Salem-Keizer schools by enacting policies and promoting educational practices that lead directly to the educational and life success of all K-12 students; and

WHEREAS Salem-Keizer Public Schools is committed to providing safe and welcoming spaces where all students are able to focus on education, secure in the knowledge that the district will support their safety and well-being while providing access and opportunity to high-quality education; and

WHEREAS this commitment means that student success will not be predicted nor predetermined by race, national origin, religion, ethnic and religious dress, ability, economic circumstance, mobility, native language, sexual orientation, immigration status, gender identity, or level of proficiency upon entering school; and

WHEREAS the school board is committed to protecting students' constitutional rights, including their Fourth Amendment right to be free from unreasonable searches and seizures and to access a free public education; and

WHEREAS the school board believes that federal immigration law enforcement activities at Salem-Keizer Public Schools, on transportation routes, on district property and/or during school activities will significantly interfere with the district's ability to provide safe and welcoming spaces and interfere with Salem-Keizer students' rights; and

WHEREAS the school board does not tolerate any form of discrimination, hate speech, racist remarks, including discrimination against ethnic and religious dress, hazing, harassment, intimidation, bullying, cyberbullying or menacing against students; and children exposed to violence and trauma may not feel safe or ready to learn; and these traumatized children's experiences may have impact on other students, adults on district campuses, and the school community who interact or work with them; and

WHEREAS the school board recognizes that community, state, and national events can have an impact on our students, educators, and all district staff, impacting their sense of safety and belonging. Salem-Keizer Public Schools has a shared responsibility to respond to these circumstances on behalf of all Salem-Keizer Public Schools educational professionals, students, and families to promote healing, harmony, psychological safety and reconciliation in our community;

NOW, THEREFORE, BE IT RESOLVED the school board expects the district shall do everything in its lawful power to protect Salem-Keizer students' confidential information and ensure that their learning environments are not disrupted by immigration enforcement actions, including, but not limited to, the following:

The district will continue its practice to not ask for, collect, or maintain any information about Salem-Keizer students' or their families' immigration status.

Any request by a federal immigration official (a) for entry into any district school or other district property, (b) to communicate with any student while that student is under the supervision of the district during any school activity or while using district transportation, or (c) for any information about Salem-Keizer students shall immediately be forwarded to the district's legal counsel.

In responding to such requests, the district's legal counsel will not share information or provide access to Salem-Keizer students unless required by law and will direct the district to protect the constitutional and legal rights of Salem-Keizer students. The district's legal counsel will not grant access to Salem-Keizer students unless presented with a valid arrest warrant issued by a federal or state judge or magistrate.

BE IT FURTHER RESOLVED that the district shall provide training and additional resources if needed for existing crisis and emergency response teams in order to help ensure the safety and well-being of Salem-Keizer students who may be impacted by immigration enforcement actions; and

BE IT FURTHER RESOLVED all district staff are diligent in recognizing and addressing discrimination, racism, hazing, harassment, intimidation, bullying, cyberbullying or menacing as per administrative policy (Instruction-A003); staff are informed of and follow the administrative policy (Instruction-A035) related to dealing with non-local law enforcement, including immigration officials who enter any district property, and the administrative policy and procedure related to the handling of complaints (Administrative-ADOS and P008); and

All district staff maintain an organizational culture that treats students and their families with respect, dignity and courtesy and strive to create and nurture an inclusive and welcoming environment for all students, families; and

The superintendent maintains, develops, communicates, and implements administrative policies and procedures that foster a culture that is safe, inclusive, welcoming and celebrates the rich diversity and beliefs found within the Salem-Keizer community; and

The superintendent takes appropriate action to prevent and/or correct conditions, procedures, actions, or decisions that are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of board or administrative policy; and

The school board is committed to identifying and correcting practices and policies that cause and contribute to opportunity gaps, success gaps and racism in all areas of the district and the school board. The school board acknowledges the trauma caused by systemic racism and acts of racism. The school board commits to learning about the trauma caused by racism, ways to eradicate all forms of racism, and learning about its own biases. The school board further commits to fostering an equitable and inclusive environment for every student, employee, family, and people in our communities.

BE IT FURTHER RESOLVED that the Salem-Keizer Public Schools Board of Directors is fully committed to this resolution and will review, revise if appropriate, and reaffirm this resolution annually.

Cynthia Richardson, Chairperson
Board of Directors, Salem-Keizer Public Schools

Date

PERSONNEL ACTIONS

Licensed Actions

Last	First	Location	Start Date	End Date	Status
Bolliger	Trista	EDGE Online Academy	08/27/24	06/13/25	Less than half-time
Drohman	Julie	Student Services	08/27/24	06/13/25	Less than half-time

Last	First	Location	Start Date	End Date	Status
Berry	Greg	South Salem High School	08/27/24	06/13/25	Temporary part-time
Carter	Angel	Yoshikai Elementary	08/27/24	11/21/24	Temporary part-time
Giscombe	Tara	Student Services	08/27/24	06/13/25	Temporary part-time
Shore	Sandra	Student Services	08/27/24	06/13/25	Temporary part-time
Wilson	Ashley	McNary High School & Claggett Creek Elementary	08/27/24	06/13/25	Temporary part-time
Zollner	Christina	North Salem High School	08/27/24	06/13/25	Temporary part-time

Last	First	Location	Start Date	End Date	Status
Bath-McDonald	Merri	McKay High School	08/27/24	06/13/25	Temporary full-time
Ellis	Robbie	Whiteaker Middle School	09/06/24	11/26/24	Temporary full-time
Fogarty	Kerry	Early Childhood Education	08/27/24	06/13/25	Temporary full-time
Kerr	Erika	McKinley Elementary	08/27/24	06/13/25	Temporary full-time
King	Kristen	Schirle Elementary	08/27/24	06/13/25	Temporary full-time
Lagunas	Guadalupe	Stephens Middle School	08/27/24	06/13/25	Temporary full-time
Martin-Baker	Lisa	Forest Ridge Elementary	08/27/24	12/20/24	Temporary full-time
Morales	Taryn	Four Corners Elementary	08/27/24	06/13/25	Temporary full-time
Nash	Lisa	Student Services	08/27/24	06/13/25	Temporary full-time
Nash	Rebecca	Hoover Elementary	08/27/24	06/13/25	Temporary full-time
Sanderson	Jodi	Hayesville Elementary	08/27/24	06/13/25	Temporary full-time
Senger	Karen	McKinley Elementary	08/27/24	06/13/25	Temporary full-time
Snook	David	Scott Elementary	08/27/24	06/13/25	Temporary full-time
Watt	Jonathon	Houck Middle School	08/27/24	06/13/25	Temporary full-time

Last	First	Location	Start Date	End Date	Status
Backs	Erika	Houck Middle School	08/27/24	06/13/25	First year probation part-time
Beaver	Jessica	Battle Creek Elementary	08/27/24	06/13/25	First year probation part-time

Last	First	Location	Start Date	End Date	Status
Aguirre Tinoco	Jairo	Richmond Elementary	08/27/24	06/13/25	First year probation full-time
Ashon-Imoroa	Deborah	Kennedy Elementary	08/27/24	06/13/25	First year probation full-time
Bissell	Gillian	Waldo Middle School	08/27/24	06/13/25	First year probation full-time
Crozier	Thomas	Crossler Middle School	08/27/24	06/13/25	First year probation full-time
Cruz	Danielle	McKay High School	08/27/24	06/13/25	First year probation full-time
Farnell	Emily	South Salem High School	08/27/24	06/13/25	First year probation full-time
Herzog	Hannah	Stephens Middle School	08/27/24	06/13/25	First year probation full-time
Kaney	Elizabeth	Waldo Middle School	08/27/24	06/13/25	First year probation full-time
Klug	Scott	Sprague High School	08/27/24	06/13/25	First year probation full-time
Kulm	Chace	North Salem High School	08/27/24	06/13/25	First year probation full-time
Lane	Penny	Harritt Elementary & Kalapuya Elementary	08/27/24	06/13/25	First year probation full-time
Munson	Garrett	South Salem High School	08/27/24	06/13/25	First year probation full-time
Pitts	Amber	Gubser Elementary	08/27/24	06/13/25	First year probation full-time
Russon	Vickie	Judson Middle School	08/27/24	06/13/25	First year probation full-time
Valdez	Juan	Waldo Middle School	08/27/24	06/13/25	First year probation full-time
Williamson	LeeAnn	Student Services	08/27/24	06/13/25	First year probation full-time

Last	First	Location	Start Date	End Date	Status
Acuna	Skylar	Judson Middle School	8/27/2024	6/13/2025	Second year probation full-time
Alsum	Madeline	McNary High School	8/27/2024	6/13/2025	Second year probation full-time
Del Rio-Santiago	Anabel	Houck Middle School	8/27/2024	6/13/2025	Second year probation full-time

Last	First	Location	Start Date	End Date	Status
Howard	Kyla	EDGE Online Academy	08/27/24	06/13/25	Contract full-time
Martichuski	Charles	Walker Middle School	08/27/24	06/13/25	Contract full-time
Middleton	Rikka	Early Childhood Education	08/27/24	06/13/25	Contract full-time

PERSONNEL ACTIONS

Administrator

Last	First	Location	Eff. Date	Action
DeBlasi	Nicole	Student Services	08/06/24	06/30/25 First year probation full-time
Drue	Scott	Student Services	08/12/24	06/30/25 First year probation full-time
Harris	Kelsey	Eyre Elementary & Swegle Elementary	07/31/24	06/26/25 First year probation full-time
Holmstorm	Dawn	Englewood Elementary	07/31/24	06/26/25 First year probation full-time
Jaimes	David	Auburn Elementary	08/01/24	06/26/25 First year probation full-time

Resignation

Last	First	Location	Eff. Date	Action
Allen	Dawn	Keizer Elementary	09/17/24	Resignation
Brown	Mackenzie	Swegle Elementary	07/23/24	Resignation
Carlin	Alyssa	Grant Community School	08/26/24	Resignation
Carlstrom	Kirstin	Highland Elementary	07/23/24	Resignation
Danchev	Petr	West Salem High School	07/21/24	Resignation
Eagon	Hannah	Walker Middle School	07/19/24	Resignation
Hanson	Jennifer	Four Corners Elementary	07/24/24	Resignation
Hill	Margaret	Bush Elementary	07/31/24	Resignation
Jones	Deborah	Whiteaker Middle School	07/30/24	Resignation
Laframboise	George	McKay High School	07/25/24	Resignation
Landis	Sherrin	Leslie Middle School	08/02/24	Resignation
Martin	Yekaterina	Crossler Middle School	09/30/24	Resignation
Nelson	Adelyn	Liberty Elementary	08/01/24	Resignation
Nunez	Claudia	Student Services	08/01/24	Resignation
Pearson	Emily	Student Services	07/30/24	Resignation
Rogers	Kayla	Weddle Elementary	09/23/24	Resignation
Stricklin	Thomas	McKay High School	09/20/24	Resignation
Swan	Anthony	Claggett Creek Middle School	08/01/24	Resignation

Retirement

Last	First	Location	Eff. Date	Action
Comer	Erin	Wright Elementary	08/26/24	Retirement

Administrator

Retirement

Last	First	Location	Eff. Date	Action
Bamford	Barbara	McNary High School	08/31/24	Retirement

**FIRST READING: RESOLUTION NO. XXXXXX-XX
COMMITMENT TO EQUITY CENTERED ON RACE AND ANITRACISM**

Background/Discussion

This resolution was initially adopted in the fall of 2021 and comes before the board annually for renewal and recommitment to equity and antiracism in our schools.

The district's Equity Advisory Committee recommended edits to this resolution based on the collective work after a collaborative review and revision process as reported in the [2023-2024 SKPS Equity Advisory Committee Report Year 2](#). These recommendations are a part of the district's commitment to make changes to systems in an effort to eliminate barriers, so all students receive an education free of bias, systemic and structural racism, culminating in safe and welcoming schools.

In summary, the recommended revisions focus on:

- Reconfiguring the order of statements for greater emphasis on safe and welcoming, inclusive environments
- Emphasis on racism and its effects instead of white supremacy
- Insertion of more action-oriented language
- Renaming of resolution to Commitment to Equity Centered on Race and Anti-Racism as it represents the spirit of the resolution more appropriately

Recommendation/Board Action

This item is presented for first reading and will be returned for action at the September 10, 2024, board meeting.



**RESOLUTION NO. 202324-2
COMMITMENT TO EQUITY AND ANTIRACISM**

WHEREAS white supremacy is the upholding of white people as a superior race and systematically excluding other communities based on their ancestry, religious beliefs and/or country of origin, including those of Jewish and Islamic heritage, from services and opportunities such as housing, education, and migration; and white supremacy has no place in our schools or in our boardroom; and

WHEREAS an antiracist is a person who, by their beliefs and actions, supports, and advocates for ideas and policies to dismantle oppressive structures and promote racial equality; and

WHEREAS it is a cherished asset that the Salem-Keizer Public Schools community is full of people with traditions from all over the world as well as the traditions held right here upon the land we live, through the Kalapuya, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz Indians; and

WHEREAS our students' diverse learning needs, cultural values and identities are an integral part of the learning community; and

WHEREAS we must create systems that are inclusive and celebrate our students' learning assets, and speaking a language other than English is an asset to our community; and

WHEREAS we collectively acknowledge that racism is real and is a threat to students' and employees' physical and psychological well-being; and the systems of structural racism have historically oppressed Black and African American, Latino/a/x, Asian, Pacific Islander, Native American and Indigenous students; and

WHEREAS every student must feel safe, welcome, and fully included in their school community; and when students are alienated from their school communities and experience bias and discrimination, they are inherently less safe psychologically, emotionally, and physically and it hinders their ability to learn and grow; and we must build inclusive environments that empower students and employees to thrive; and

WHEREAS community engagement and involvement are paramount to achieving equity; and we will engage with respect, authentically listen, and have the courage to share decision-making, control, and resources; and

WHEREAS we must directly address the overrepresentation of students of color in special education and the underrepresentation of students of color in talented and gifted and college-prep programs; and

WHEREAS we know that students of color are overrepresented in suspensions and expulsions in our schools, starting at middle school, and this impacts their ability to stay meaningfully engaged and graduate successfully; and

WHEREAS hiring and retaining a workforce that reflects the diversity of the community we serve is an antiracist action, and we commit to ensuring this occurs; and

WHEREAS being antiracist means looking deeply at systems, policies, and curricula that oppress our diverse populations; and it involves making real changes so that we change biased, yet predictable outcomes related to disproportionate discipline, achievement rates, and the school-to-prison pipeline;

NOW, THEREFORE, BE IT RESOLVED Salem-Keizer Public Schools commits to being antiracist, knowing we must continually work to do better by developing knowledge and bystander intervention will and skill; and we commit to routinely interrupt systems of oppression on behalf of the students and staff in Salem-Keizer Public Schools and in our community; and

BE IT FURTHER RESOLVED Salem-Keizer Public Schools Board of Directors commits to support the district's efforts to build a restorative model for discipline, to monitor discipline data and our key performance indicators disaggregated by race and ethnicity, and to develop a system for monitoring the diversification of our workforce.



RESOLUTION NO. ~~202324-2~~
COMMITMENT TO EQUITY CENTERED ON RACE AND
ANTIRACISM

WHEREAS every student and person entering our Salem-Keizer Public School community must feel safe, welcome, celebrated, and fully included in district schools and spaces; and recognizing that when students experience bias and discrimination, they are inherently less safe psychologically, emotionally, and physically and it hinders their ability to learn and grow and may cause them to experience alienation from their school communities. We must build inclusive environments that empower students and employees to thrive; and

WHEREAS it is a cherished asset that the Salem-Keizer Public Schools community is full of people with traditions from all over the world as well as the traditions held right here upon the land we live, through the Kalapuya, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz Indians; and

WHEREAS our students' diverse learning needs, intellectual and physical abilities, cultural values, and identities are strengths that enrich the learning community; and

WHEREAS we should actively eliminate the historically inequitable systems; and

WHEREAS we celebrate our students' unique and diverse learning assets, and speaking a language other than English is an asset to our community; and

WHEREAS white supremacy is the upholding of white people as a superior race and systematically ~~excluding~~ excludes, marginalizes, and oppresses other communities or individuals based on their race, ancestry, religious beliefs and/or country of origin, including those of Jewish and Islamic heritage, from services and opportunities such as housing, education, and migration; and white supremacy has no place in our schools or in our boardroom; and

~~WHEREAS an antiracist is a person who, by their beliefs and actions, supports, and advocates for ideas and policies to dismantle oppressive structures and promote racial equality; and~~

~~WHEREAS it is a cherished asset that the Salem-Keizer Public Schools community is full of people with traditions from all over the world as well as the traditions held right here upon the land we live, through the Kalapuya, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz Indians; and~~

~~WHEREAS our students' diverse learning needs, cultural values and identities are an integral part of the learning community; and~~

~~WHEREAS we must create systems that are inclusive and celebrate our students' learning assets, and speaking a language other than English is an asset to our community; and~~

WHEREAS we collectively acknowledge the historical impacts of that racism to students' and employees' physical and psychological wellbeing; is real and is a threat to students' and employees' physical and psychological wellbeing; and the systems of structural racism have historically that continues to oppress Black and African American, Latino/a/x, Asian, Pacific Islander, Native American and Indigenous racial/ethnic intersectionalities ~~students~~; and

WHEREAS our approach to antiracism in SKPS involves a thorough analysis and review of systems, policies, and curricula that marginalize our diverse communities; it necessitates the interruption of biased frameworks of thought and decision-making; and

WHEREAS we must directly address the overrepresentation of students of color in special education and the underrepresentation of students of color in talented and gifted, advanced academics, and college and career-prep programs; and

WHEREAS we know that students of color are overrepresented in suspensions and expulsions in our schools, starting at middle school, and this impacts their ability to stay meaningfully engaged and graduate successfully;

and

~~WHEREAS every student must feel safe, welcome, and fully included in their school community; and when students are alienated from their school communities and experience bias and discrimination, they are inherently less safe psychologically, emotionally, and physically and it hinders their ability to learn and grow; and we must build inclusive environments that empower students and employees to thrive; and~~

WHEREAS community engagement and involvement are paramount to achieving equity; and we will engage with respect, authentically listen, and have the courage to share decision-making, control, and resources; and

~~WHEREAS we must directly address the overrepresentation of students of color in special education and the underrepresentation of students of color in talented and gifted and college-prep programs; and~~

~~WHEREAS we know that students of color are overrepresented in suspensions and expulsions in our schools, starting at middle school, and this impacts their ability to stay meaningfully engaged and graduate successfully; and~~

WHEREAS recruiting hiring and retaining a workforce and volunteers that reflects the diversity of the community we serve is an antiracist action, and we commit to ensuring this occurs; and

~~WHEREAS being antiracist means looking deeply at systems, policies, and curricula that oppress our diverse populations; and it involves making real changes so that we change biased, yet predictable outcomes related to disproportionate discipline, achievement rates, and the school-to-prison pipeline;~~

NOW, THEREFORE, BE IT RESOLVED Salem-Keizer Public Schools commits to being antiracist, knowing we must continually work to do better by developing knowledge and bystander intervention will and skill; and we commit to routinely interrupt systems of oppression on behalf of the students and staff in Salem-Keizer Public Schools and in our community; and

BE IT FURTHER RESOLVED Salem-Keizer Public Schools Board of Directors commits to support the district's efforts to build a restorative model for discipline, to monitor discipline data and our key performance indicators disaggregated by race and ethnicity, and to develop a system for monitoring the diversification of our workforce.

~~Karina Guzmán Ortiz~~ Cynthia Richardson,
Chairperson,
Board of Directors, Salem-Keizer Public Schools

Date



**RESOLUTION NO. XXXXXX-XX
COMMITMENT TO EQUITY CENTERED ON RACE AND
ANTIRACISM**

WHEREAS every student and person entering our Salem-Keizer Public School community must feel safe, welcome, celebrated, and fully included in district schools and spaces; and recognizing that when students experience bias and discrimination, they are inherently less safe psychologically, emotionally, and physically and it hinders their ability to learn and grow and may cause them to experience alienation from their school communities. We must build inclusive environments that empower students and employees to thrive; and

WHEREAS it is a cherished asset that the Salem-Keizer Public Schools community is full of people with traditions from all over the world as well as the traditions held right here upon the land we live, through the Kalapuya, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz Indians; and

WHEREAS our students' diverse learning needs, intellectual and physical abilities, cultural values, and identities are strengths that enrich the learning community; and

WHEREAS we should actively eliminate the historically inequitable systems; and

WHEREAS we celebrate our students' unique and diverse learning assets, and speaking a language other than English is an asset to our community; and

WHEREAS white supremacy is the upholding of white people as a superior race and systematically excludes, marginalizes, and oppresses other communities or individuals based on their race, ancestry, religious beliefs and/or country of origin, including those of Jewish and Islamic heritage, from services and opportunities such as housing, education, and migration; and white supremacy has no place in our schools or in our boardroom; and

WHEREAS we collectively acknowledge the historical impacts of racism to students' and employees' physical and psychological wellbeing; that continues to oppress Black and African American, Latino/a/x, Asian, Pacific Islander, Native American and Indigenous racial/ethnic intersectionalities; and

WHEREAS our approach to antiracism in SKPS involves a thorough analysis and review of systems, policies, and curricula that marginalize our diverse communities; it necessitates the interruption of biased frameworks of thought and decision-making; and

WHEREAS we must directly address the overrepresentation of students of color in special education and the underrepresentation of students of color in talented and gifted, advanced academics, and college and career-prep programs; and

WHEREAS we know that students of color are overrepresented in suspensions and expulsions in our schools, starting at middle school, and this impacts their ability to stay meaningfully engaged and graduate successfully; and

WHEREAS community engagement and involvement are paramount to achieving equity; and we will engage with respect, authentically listen, and have the courage to share decision-making, control, and resources; and

WHEREAS recruiting and retaining a workforce and volunteers that reflects the diversity of the community we serve is an antiracist action, and we commit to ensuring this occurs; and

NOW, THEREFORE, BE IT RESOLVED Salem-Keizer Public Schools commits to being antiracist, knowing we must continually work to do better by developing knowledge and bystander intervention will and skill; and we commit to routinely interrupt systems of oppression on behalf of the students and staff in Salem-Keizer Public Schools and in our community; and

BE IT FURTHER RESOLVED Salem-Keizer Public Schools Board of Directors commits to support the district's efforts to build a restorative model for discipline, to monitor discipline data and our key performance indicators disaggregated by race and ethnicity, and to develop a system for monitoring the diversification of our workforce.

Cynthia Richardson, Chairperson,
Board of Directors, Salem-Keizer Public Schools

Date

FIRST READING: BSL-3 MONITORING SUPERINTENDENT PERFORMANCE

Background/Discussion

BSL-3 was first authorized in 2014. It establishes the purpose, nature, and timing for board monitoring of superintendent performance. BSL-3 underscores a building block of policy governance, which is as follows:

“The Board will view Superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against Superintendent job expectations which are defined as reasonable progress toward organizational accomplishment of the Board’s Results policies, and organizational operation within the boundaries established in the Board’s Executive Limitations policies.”

BSL-3 also establishes the schedule by which the board shall be provided information necessary to monitor organizational performance. The recommended revisions adjust this schedule to better align to availability of data and ensure a full monitoring cycle annually.

Recommendation/Board Action

This item is presented for first reading and will be returned for action at the September 10, 2024, board meeting.

Monitoring Superintendent Performance

The Board will view Superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against Superintendent job expectations which are defined as:

- reasonable progress toward organizational accomplishment of the Board’s Results policies, and
- organizational operation within the boundaries established in the Board’s Executive Limitations policies.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.
2. The Board will acquire monitoring data on Results and Executive Limitations policies by one or more of three methods:
 - a. By internal report, in which the Superintendent discloses information and certifies compliance to the Board;
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies;
 - c. By direct Board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.
3. The consistent standard for compliance for Executive Limitations policies shall be whether the Superintendent has reasonably interpreted and acted within the scope of the Board policy being monitored. For Results policies, the standard shall be whether the Superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the Board’s described results. The Board will make the final determination as to whether Superintendent interpretation is reasonable, whether the Superintendent is in compliance and whether reasonable progress is being made.
4. All policies that instruct the Superintendent will be monitored on schedule and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but as a rule will depend upon the following schedule and method:
5. Executive Limitations Policies will be monitored annually through an internal report presented by the Superintendent at a School Board meeting. The schedule is as follows:

Executive Limitations Policies

- EL – 1 Global Executive Constraint
- EL – 2 Emergency Superintendent Succession
- EL – 3 Relationships with of Students, Parents, and Citizens
- EL – 4 Relationships with of Staff

Date

- July
- August
- September
- October

EL Policies (continued)

- EL – 5 Staff Compensation and Professional Development
- EL – 6 Staff Evaluation
- EL – 7 Budgeting/Financial Planning
- EL – 8 Financial Administration
- EL – 9 Asset Protection
- EL – 10 Academic Program
- EL – 11 Textbook and Instructional Materials
- EL – 12 Legally Required Policies

Date

- November
- December
- January
- February
- March
- April
- May
- June

- a. School Board may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the schedule.
 - b. The Superintendent will notify the School Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board by submitting an updated report at the next regularly scheduled Board meetings or at a time set by Board Leadership.
6. Evaluation of the Superintendent: the Board will conduct a formal summative evaluation of the Superintendent as per the timelines outlined in the Superintendent’s contract.
- a. The summative evaluation will be based upon data collected during the year from the monitoring of Board policies on Results and Executive Limitations.
 - b. A written evaluation document will be prepared by the Board and will include:
 - i A summary of the data derived during the year from monitoring the Board’s policies on Results and Executive Limitations.
 - ii Conclusions based upon the Board’s prior action during the year relative to whether the goals outlined in the Results policy has been achieved or whether reasonable progress has-been made toward its achievement;
 - iii Conclusions based upon the Board’s prior action during the year relative to whether the Superintendent has reasonably interpreted and operated properly within the boundaries established by the Executive Limitations policies;
 - iv A summary of the Superintendent’s strengths and weaknesses relative to achievement of the Results policies and operation within the boundaries established in the Executive Limitations policies.
 - c. As the summative evaluation process described above is based on the prior year’s evidence and actions, an incoming Superintendent would not have impacted those



results, therefore, Board Leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming superintendent.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

Monitoring Superintendent Performance

The Board will view Superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against Superintendent job expectations which are defined as:

- reasonable progress toward organizational accomplishment of the Board’s Results policies, and
- organizational operation within the boundaries established in the Board’s Executive Limitations policies.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.
2. The Board will acquire monitoring data on Results and Executive Limitations policies by one or more of three methods:
 - a. By internal report, in which the Superintendent discloses information and certifies compliance to the Board;
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies;
 - c. By direct Board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.
3. The consistent standard for compliance for Executive Limitations policies shall be whether the Superintendent has reasonably interpreted and acted within the scope of the Board policy being monitored. For Results policies, the standard shall be whether the Superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the Board’s described results. The Board will make the final determination as to whether Superintendent interpretation is reasonable, whether the Superintendent is in compliance and whether reasonable progress is being made.
4. All policies that instruct the Superintendent will be monitored on schedule and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but as a rule will depend upon the following schedule and method:
5. Executive Limitations Policies will be monitored annually through an internal report presented by the Superintendent and/or delegate(s) at a School Board meeting. The schedule is as follows:

Executive Limitations Policies

Date

EL – 1 Global Executive Constraint	July <u>January</u>
EL – 2 Emergency Superintendent Succession	August <u>September</u>
EL – 3 Relationships with of Students, Parents, and Citizens	September
<u>January</u>	
EL – 4 Relationships with of Staff	October <u>Ja</u>
<u>nuary</u>	
EL – 5 Staff Compensation and Professional Development	November
<u>February</u>	
EL – 6 Staff Evaluation	December <u>February</u>
EL – 7 Budgeting/Financial Planning	January <u>February</u>
EL – 8 Financial Administration	February
EL – 9 Asset Protection	March
EL – 10 Academic Program	April <u>March</u>
EL – 11 Textbook and Instructional Materials	May <u>September</u>
EL – 12 Legally Required Policies	June <u>March</u>

- a. School Board may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the schedule.
 - b. The Superintendent will notify the School Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board by submitting an updated report at the next regularly scheduled Board meetings or at a time set by Board Leadership.
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- a. The summative evaluation will be based upon data collected during the year from the monitoring of Board policies on Results and Executive Limitations.
 - b. A written evaluation document will be prepared by the Board and will include:
 - i. A summary of the data derived during the year from monitoring the Board’s policies on Results and Executive Limitations.
 - ii. Conclusions based upon the Board’s prior action during the year relative to whether the goals outlined in the Results policy has been achieved or whether reasonable progress has-been made toward its achievement;
 - iii. Conclusions based upon the Board’s prior action during the year relative to whether the Superintendent has reasonably interpreted and operated properly within the boundaries established by the Executive Limitations policies;
 - iv. A summary of the Superintendent’s strengths and weaknesses relative to achievement of the Results policies and operation within the boundaries established in the Executive Limitations policies.



- c. As the summative evaluation process described above is based on the prior year’s evidence and actions, an incoming Superintendent would not have impacted those results, therefore, Board Leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming superintendent.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Monitoring Superintendent Performance

The Board will view Superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against Superintendent job expectations which are defined as:

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Executive Limitations Policies

	<u>Date</u>
EL – 1 Global Executive Constraint	January
EL – 2 Emergency Superintendent Succession	September
EL – 3 Relationships with of Students, Parents, and Citizens	January
EL – 4 Relationships with of Staff	January
EL – 5 Staff Compensation and Professional Development	February
EL – 6 Staff Evaluation	February
EL – 7 Budgeting/Financial Planning	February
EL – 8 Financial Administration	February
EL – 9 Asset Protection	March
EL – 10 Academic Program	March
EL – 11 Textbook and Instructional Materials	September
EL – 12 Legally Required Policies	March

- a. School Board may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the schedule.
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 - iv. A summary of the Superintendent’s strengths and weaknesses relative to achievement of the Results policies and operation within the boundaries established in the Executive Limitations policies.
 - c. As the summative evaluation process described above is based on the prior year’s evidence and actions, an incoming Superintendent would not have impacted those results, therefore, Board Leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming superintendent.



BSL – 3

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

GRADUATION 2024

Background/Discussion

Over the summer, 84 additional Salem-Keizer students earned their diplomas, while another 6 earned their GEDs.

We are proud of the grit and commitment that these students demonstrated to graduate or complete their GED. We congratulate the graduates, GED completers, their families and the staff that worked with them during our summer school program. Congratulations to the summer class of 2024!

DTLC

Graduates: 4 GED (89 Total)

McKay High School

Graduates: 16 (489 Total)

McNary High School

Graduates: 14 (449 Total)

North Salem High School

Graduates: 29 (482 Total)

Roberts at Chemeketa

Graduates: 5 (66 Total)

SLC

Graduates: 2 GED (11 Total)

South Salem High School

Graduates: 12 (535 Total)

Sprague High School

Graduates: 1 (437 Total)

West Salem

Graduates: 7 (396 Total)

Recommendation/Board Action

This report has been provided to the board for informational purposes.

**Board / Budget Committee Meeting Dates
2024-25**

July 23 – Regular Board Meeting (Business Session)
August 3 – Board Retreat
August 13 – Regular Board Meeting (Business Session)
August 27 – Work Session
September 10 – Regular Board Meeting (Business Session)
September 24 – Work Session
October 8 – Regular Board Meeting (Business Session)
October 22 – Work Session
November 12 – Regular Board Meeting (Business Session)
December 10 – Regular Board Meeting (Business Session)
January 14 – Regular Board Meeting (Business Session)
January 28 – Work Session
February 11 – Regular Board Meeting (Business Session)
February 25 – Work Session
March 11 – Regular Board Meeting (Business Session)
April 8 – Regular Board Meeting (Business Session)
April 22 – Work Session
May 6 – Budget Committee Meeting (Superintendent’s Budget Message)
May 13 – Regular Board Meeting (Business Session)
May 14 – Budget Committee Meeting
May 19 – Budget Committee Meeting
May 20 – Budget Committee Meeting (Tentative)
May 21 – Budget Committee Meeting (Tentative)
June 10 – Regular Board Meeting (Business Session)
June 24 – Work Session

- ~ Meetings are subject to change.
- ~ Meeting are 6 p.m. unless otherwise posted on the website/agenda.
- ~ Work session (no action items) may be changed to business sessions (with action items)
- ~ Meeting notifications and agendas are posted prior to meetings as required by Oregon Revised Statutes (ORS).
- ~ The board typically hears public comment at regular business meetings or special meetings with action items, but not typically at work sessions.
- ~ **Meetings Already Occurred**