



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

Andrea Castañeda, Superintendent

## AGENDA

### BOARD MEETING

4:50 p.m. Executive Session (non-public session)

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

October 8, 2024

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

#### **Public access is available online:**

English: <https://youtube.com/live/gVoylKAXn5l?>

Spanish: <https://youtube.com/live/zlQllsdeX60?>

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** Chairperson
  - a. Attendance
  
2. **EXECUTIVE SESSION (non-public session)** Chairperson

The board will meet in executive session under the following Oregon Revised Statute (ORS):

  - a. ORS 192.660(2)(k) to consider matters relating to school safety or a plan that responds to safety threats made toward a school.  
Representatives of the news media are allowed to attend executive sessions, except for those sessions held in regard to expulsions. All other audience members are excluded from executive sessions and are asked to exit the meeting area. Representatives of the news media are specifically directed not to report on any of the deliberations during executive sessions, except to state the general subject of the session as listed on the agenda. No recording of executive sessions is allowed without express permission from the board.
  
3. **RECONVENE 6 p.m. (public session)** Chairperson
  - a. Land Acknowledgement
  - b. Pledge of Allegiance
  - c. Agenda Modifications
  
4. **SPOTLIGHT ON SUCCESS** Superintendent
  - a. Spotlights
  
5. **REPORTS/PRESENTATIONS** Superintendent
  - a. Superintendent's Report
  - b. Division 22 Board Report
  
6. **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.

7. **ACTION ITEMS** Chairperson
  - a. Adopt Monitoring Superintendent Performance (BSL-3)
  
8. **CONSENT CALENDAR** Chairperson
  - a. Approve Hispanic Heritage Month Proclamation
  - b. Approve Hands and Words Are Not For Hurting Proclamation
  - c. Personnel Actions
  
9. **INFORMATION/STANDARD REPORTS (written form only)** Chairperson
  - a. 2024-25 Board/Budget Meeting Calendar
  - b. Executive Limitation – 2 Emergency Superintendent Succession
  - c. Executive Limitation – 11 Textbook and Instructional Materials
  
10. **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.
  
11. **ADJOURNMENT** Chairperson

**SPOTLIGHT ON SUCCESS**

**Background/Discussion**

The superintendent and her executive cabinet are pleased to recognize the following individuals and/or groups for their outstanding work and/or contributions to our school district and community.

Honoring: Salem-Keizer Safe Routes to School

Recognition: Empowering students to walk and bike to school

Presented by: Mónica Takata, Principal, and Sean Kubishta, Teacher, Chávez Elementary

Honoring: Amy Aebi, Secondary School Counselor Program Associate, and Ben Handrich, Counselor, South Salem High School

Recognition: Recognition and publication in the American School Counselor Association's magazine

Presented by: Chris Moore, Director of Mental Health and Social-Emotional Learning

Honoring: Angel Perez-Arellano, Student, West Salem High School

Recognition: Strengthening communication and connections within the West Salem community

Presented by: Millyellen Strayer, Edgewater Community Garden

**Recommendation/Board Action**

For information only

**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.

This item was presented to the Board for a first reading at the Board meeting on August 13, 2024.

**Recommendation/Board Action**

This item is presented Board approval.

## 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 listed in #5 below.
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	January
EL – 2 Emergency Superintendent Succession	October
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	October
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.
  - 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; and
    - 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

**HISPANIC HERITAGE MONTH AND WELCOMING WEEK  
PROCLAMATION**

**Background/Discussion**

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15 by celebrating the contributions of Americans whose ancestors came from Spain, Mexico, the Caribbean, Central America, and South America.

The Hispanic heritage observance began in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988.

**Recommendation/Board Action**

Staff recommends the board approve the Hispanic Heritage Month Proclamation.





## HISPANIC HERITAGE MONTH PROCLAMATION

**WHEREAS** Salem-Keizer Public Schools recognizes that the Hispanic and Latino/a/x people and cultural heritage contribute to our nation's success in extraordinary ways – including significant contributions to our economy, businesses, agriculture, military, education and much more; and

**WHEREAS** the Latino/a/x heritage of the United States extends over many years; and

**WHEREAS** Indigenous cultures resided in this region before Oregon obtained statehood; and

**WHEREAS** Spaniard and Mexican cultures have lived in North America since the Spaniards established its colonies there in the sixteenth century; and

**WHEREAS** the United States has a centuries-old tradition of welcoming immigrants, which has given us a tremendous advantage over the rest of the world, and our school board affirms that tradition; and

**WHEREAS** the Salem-Keizer Hispanic and Latino/a/x community has the same dreams, values, trials, and triumphs as all people, and they show the same grit and determination that have carried us forward for centuries; and

**WHEREAS** 48 percent of our students identify as Hispanic and/or Latino/a/x; and

**WHEREAS** the school board is committed to creating pathways to grow opportunities for Hispanic and Latino/a/x employees to have more equitable representation; and

**WHEREAS** the school board supports providing opportunities for our Hispanic and Latino/a/x students to partner and celebrate their cultures through MEChA, the Movimiento Estudiantil Chicano de Aztlán club, whose motto is “unity makes strength,” and other Latino/a/x clubs and activities; and

**WHEREAS** our schools honor and preserve the linguistic and cultural assets of students through bilingual and dual language programs and our Heritage Spanish and Advanced Placement Spanish courses. These contribute to producing students who are prepared for the Oregon Biliteracy Certificate, a highly sought-after job quality, as well as honoring and enriching the diverse backgrounds of our students from Spanish-speaking households. These programs also provide the same opportunities to non-Spanish speaking students from diverse backgrounds, which contributes further to a positive, integrated multicultural and multilingual school community; and

**WHEREAS** our community is strengthened by the support and advocacy from Latino/a/x based community organizations like the Salem-Keizer Coalition for Equality, Mano a Mano Family Center, Latinos Unidos Siempre, Mujeres Luchadoras Progreistas (MLP), Pinos y Campesinos Unidos del Noroeste (PCUN), Causa, Instituto de Cultura Oregoniana (ICO), Interface Network, Farmworker Housing Development Corp., Capaces Leadership Institute, Centro de Servicios Para Campesinos (CSPC), Casa de la Cultura Tlanese, Enlace, groups promoting understanding of Indigenous Mesoamerican cultures, and FACES of America; and

**WHEREAS** inclusion is a core value of our district, and the school board has a responsibility to oppose the historical systemic racism toward Hispanic, Latino/a/x and immigrant people in Oregon, which perpetuates high rates of educational inequities, poverty and income inequality, and disproportionate health outcomes, all of which exacerbate social and economic crises; and

**WHEREAS** the school board commits to creating successful educational outcomes for our Hispanic, Latino/a/x and immigrant students;

**NOW, THEREFORE**, the Salem-Keizer Public Schools Board of Directors proclaims Sept. 15 to Oct. 15 to be Hispanic Heritage Month and encourages all members of our community to join in celebrating our Hispanic, Latino/a/x and immigrant students and families.

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

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Date

**HANDS & WORDS ARE NOT FOR HURTING  
PROCLAMATION**

**Background/Discussion**

Each year, the school board votes to adopt the Hands & Words Are Not For Hurting Proclamation to show support for the week dedicated to creating and sustaining a better school and community environment. This year, October 20-26, 2024 will be the 27<sup>th</sup> annual national week dedicated to this cause.

**Recommendation/Board Action**

It is recommended the board approve the Hands & Words Are Not For Hurting Proclamation.



## HANDS & WORDS ARE NOT FOR HURTING PROCLAMATION



**WHEREAS** a world without abuse, violence, and suicide is a dream we all share; and

**WHEREAS** we acknowledge that any form of mistreatment of another is abuse; and

**WHEREAS** abuse can be in the form of verbal, mental, or physical and often escalates to further violence; and

**WHEREAS** we believe that all people have the right to live free of abuse and violence; and

**WHEREAS** we believe that every person can make a difference in stopping abuse and violence by not using violence to control others, by not tolerating any form of abuse from others, and by developing healthy relationships at every age and in all circumstances based on respect and equality; and

**WHEREAS** self-harm and suicide must be acknowledged as a serious public health crisis as numbers of victims continue to escalate in children, teens, and adults; and

**WHEREAS** we recognize and support the efforts of district staff and our community in promoting respect and equality for all people, teaching conflict resolution behaviors, and helping students learn how to stop abusive cycles; and

**WHEREAS** we recognize the Hands & Words Are Not For Hurting Project's Purple Hands Pledge® is an effective tool in abuse, violence, self-harm, and suicide prevention education; and

**NOW, THEREFORE**, the Board of Directors of Salem-Keizer Public Schools proclaims October 20-26, 2024, to be the 27<sup>th</sup> Annual National Hands & Words are Not For Hurting Week in the Salem-Keizer Public Schools.

We call upon our community to observe October 20-26 as the "Hands & Words Are Not For Hurting Week" and encourage everyone in the community to take the Purple Hands Pledge®:

"I Will Not Use My Hands Or My Words For Hurting Myself Or Others."®

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

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Date

PERSONNEL ACTIONS

Licensed Actions

Last	First	Location	Start Date	End Date	Status
Callahan	Susan	Washington Elementary	09/23/24	06/13/25	Temporary part-time
Salisbury	Emma	Walker Middle School	09/16/24	06/13/25	Temporary part-time

Last	First	Location	Start Date	End Date	Status
Allen	Alexis	Schirle Elementary	09/17/24	06/13/25	Temporary full-time
Arellano	Daniel	Auburn Elementary	09/20/24	12/20/24	Temporary full-time
Beaver	Jessica	Battle Creek Elementary	08/27/24	06/13/25	Temporary full-time
Bixel	Kiera	Eyre Elementary	09/16/24	01/24/25	Temporary full-time
Bowman	Vance	Pringle Elementary	08/27/24	06/13/25	Temporary full-time
Brooks	Brooke	McKinley Elementary	08/27/24	06/13/25	Temporary full-time
Burnett	Donna	Parrish Middle School	10/01/24	11/08/24	Temporary full-time
Burnett	Donna	Parrish Middle School	01/17/25	02/07/25	Temporary full-time
Duce	Kimberly	Eyre Elementary	09/16/24	06/13/25	Temporary full-time
Erickson	Lorna	Houck Middle School	09/30/24	06/13/25	Temporary full-time
Foster	Mikayla	Kalapuya Elementary	09/30/24	11/20/24	Temporary full-time
Galle	Molly	Weddle Elementary	08/27/24	06/13/25	Temporary full-time
Geddes	Grace	Clear Lake Elementary	09/23/24	12/20/24	Temporary full-time
Gentry	Isaiah	McNary High School	09/10/24	06/13/25	Temporary full-time
Goree	Lori	Brush College Elementary	09/23/24	12/04/24	Temporary full-time
Graham	Tristan	Waldo Middle School	09/09/24	06/13/25	Temporary full-time
Griffiths	Rebecca	Chapman Hill Elementary	08/27/24	06/13/25	Temporary full-time
Hall	Jaimie	Straub Middle School	10/01/24	06/13/25	Temporary full-time
Herrmann	Laura	Grant Elementary	09/30/24	11/22/24	Temporary full-time
Jacobus	Thomas	Crossler Middle School	09/30/24	06/13/25	Temporary full-time
Kendrick	Jean	Houck Middle School	09/04/24	12/06/24	Temporary full-time
Lampe	Calvin	Morningside Elementary	11/18/24	02/28/25	Temporary full-time
Marks	Easton	Crossler Middle School	10/07/24	06/13/25	Temporary full-time
Mendez	Victor	Auburn Elementary	09/12/24	06/13/25	Temporary full-time
Moneke	Drew	West Salem High School	08/27/24	06/13/25	Temporary full-time
Norris	Theresa	Judson Middle School	09/05/24	10/15/24	Temporary full-time
O'Brien	Carli	Straub Middle School	08/27/24	06/13/25	Temporary full-time
Ortiz	Edwin	Houck Middle School	09/30/24	01/10/25	Temporary full-time
Pippert	Braden	West Salem High School	10/07/24	11/29/24	Temporary full-time
Randolph	Pippa	Gubser Elementary	08/27/24	06/13/25	Temporary full-time
Rodgers	Linda	Lamb Elementary	01/06/25	06/13/25	Temporary full-time
Rominger	Alexandra	Student Services	09/30/24	06/13/25	Temporary full-time
Rosberg	Serianna	McKinley Elementary	08/27/24	06/13/25	Temporary full-time
Rourke	Melanie	Englewood Elementary	08/27/24	06/13/25	Temporary full-time
Schulyer	Wynter	McNary High School	10/14/24	01/31/25	Temporary full-time
Shelton	West	McNary High School	08/27/24	06/13/25	Temporary full-time
Stockenberg	Robert	Leslie Middle School	08/27/24	06/13/25	Temporary full-time
Thompson	Bradford	North Salem High School	09/16/24	11/08/24	Temporary full-time
Velazquez	Romualdo	Kennedy Elementary	09/25/24	11/15/24	Temporary full-time
Villalobos	Matthew	Houck Middle School	11/12/24	06/13/25	Temporary full-time
Whetzel	KayLee	Early Childhood Education	09/17/24	06/13/25	Temporary full-time
Wozniak	April	Houck Middle School	09/30/24	06/13/25	Temporary full-time
Zollner	Christina	North Salem High School	08/29/24	06/13/25	Temporary full-time

Last	First	Location	Start Date	End Date	Status
Barnstead	Sandra	EDGE Online Academy	09/23/24	06/13/25	First year probation part-time
Lane	Danielle	Student Services	TBD	06/13/25	First year probation part-time
Peralta	Manuel	Stephens Middle School	09/30/24	06/13/25	First year probation part-time

PERSONNEL ACTIONS

Last	First	Location	Start Date	End Date	Status
Bratland	Madison	Wright Elementary	09/11/24	06/13/25	First year probation full-time
Engel	Emma	McKay High School	09/06/24	06/13/25	First year probation full-time
Montes	Wendy	Hoover Elementary	10/01/24	06/13/25	First year probation full-time
von Maluski Dietz	Audrey	Roberts High School	09/09/24	06/13/25	First year probation full-time
Warden	Lynne	Battle Creek Elementary	09/12/24	06/13/25	First year probation full-time

**Administrator**

Last	First	Location	Start Date	End Date	Status
Payne	Zan	Swegle Elementary	09/01/24	10/31/24	Temporary full-time

Last	First	Location	Start Date	End Date	Status
Vanderlinden	Erica	Student Services	09/11/24	06/30/25	First year probation full-time

**Resignation**

Last	First	Location	Eff. Date	Action
Brockamp	Debi	Judson Middle School	11/26/24	Resignation
Cervantes Martinez	Gabriela	Hayesville Elementary	09/13/24	Resignation
Gibbons	Geoffrey	Student Services	11/26/24	Resignation
Norwood	Jessica	Parrish Middle School	12/06/24	Resignation
Smith	Zevon	Grant Community	11/26/24	Resignation

**Retirement**

Last	First	Location	Eff. Date	Action
August	Kathleen	South Salem High School	01/31/25	Retirement
Hall	Jaimie	Straub Middle School	09/30/24	Retirement
Mendez	Therese	Houck Middle School	12/22/24	Retirement

Rescind the Board Action of September 10, 2024; approving Sheryl Wetzel to a temporary full-time position at Yoshikai Elementary.

Correct Board Action: Change of status for Carol Lohse, Speech Language Pathologist at Student Services, from temporary part-time to contract part-time, effective 08/27/2024

**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**

**Executive Limitation 2  
Emergency Superintendent**

**Background/Discussion**

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.

**Monitoring Method**

Internal Report

**Monitoring Frequency**

Annually

Acknowledge Deputy Superintendent Olga Cobb as the designated emergency superintendent last year and to formally record into the minutes Deputy Superintendent Olga Cobb as the designated emergency superintendent this year. Deputy Superintendent holds the required professional certification to be a superintendent in the state of Oregon.

**Recommendation/Board Action**

This report is submitted for information.

**BSL-3 MONITORING SUPERINTENDENT PERFORMANCE**

**Background/Discussion**

In May 2007, the school board adopted policy governance policies, which included a schedule of monitoring reports related to the Executive Limitation policies. This is the eleventh of twelve monitoring reports scheduled for school year 2023-2024 and is designed to provide the school board with information to determine if the superintendent is meeting the criteria established within the adopted Executive Limitations.

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:**

- a. The district continued to implement standards maps aligned to state standards in each content areas. Standards maps help to ensure a similar level of rigor and a similar education experience for all students across grade levels and content areas, as well as ensure the district is in compliance with Oregon Department of Education (ODE) requirements. A strong body of research shows that a common curriculum mitigates meaningful differences in outcomes between classrooms and schools. Content standards maps for all content areas are housed on the district intranet, Insight 24J.
- b. District instructional staff carefully review state standards and align instruction to meet the level of rigor and outcomes specified in state content standards. Instruction is differentiated to meet the developmental, rate, level, language, and cultural needs of students in classrooms and instructional programs. Differentiation of instruction is a component of our licensed evaluation rubric, and staff regularly and consistently receive feedback on their progress in this area.
- c. Our K-12 MTSS systems require data-driven decision-making at our schools. Teachers use formative and summative assessment data to monitor progress on content standards in the PLC/Data Team/Collaborative Core Planning process. Grade level, content area, and school teams utilize school-wide data from screeners and diagnostics, including K-5 easyCBM (35 schools), K-5 STAR (8 schools), 6-8 HMH Reading Growth, and K-8 iReady Math, to identify school-level needs and guide instructional programming. To provide the right instruction at the right time for all students, this same level of rigorous data analysis is applied at the individual student level to determine which students need more support than core instruction provides. The district participates in all state assessments (Oregon State Assessment of Skills - OSAS) in language arts, math, and science and ensures that students learning English complete the ELPA (English Language Proficiency Assessment) as a means for measuring student progress and for evaluating program effectiveness. The district also monitors other data points to assess the health of our educational system, including 9<sup>th</sup> grade credits earned in core classes and middle school grades in language arts and math. District staff utilize the



Panorama assessment system to monitor social and emotional wellness, student supports, staff wellness, and family engagement. The number of students attaining the Seal of Biliteracy through various assessments of language proficiency such as STAMP, ALTA, and Willamette Promise is also monitored.

- d. The district follows all state and federal mandates.

Evidence of Non-compliance:

We have an approved plan to be in compliance with the curriculum adoption cycle established by the Board of Education. The Salem-Keizer School District will adopt the following curricula:

- 6-8 Math **2024**
- 9-12 Language Arts **2024**
- 6-12 Newcomer Language Arts **2024**
- K-8 Science\* **2025**
- 9-12 Social Studies\* **2025**
- 6-12 World Language **2025**
- K-5 Social Studies\* **2026**
- K-5 Math **2026**
- K-5 Language Arts **2027**
- 9-12 Science **2028**
- 9-12 Math **2028**

\*These adoptions are in compliance with ODE's schedule

It is important to note that there is a continual budget need for curriculum purchases to maintain compliance with state-adopted standards. This will require ongoing commitment in future budgets.

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

Evidence of Compliance:

- Both elementary and secondary schools send report cards to parents that outline student performance. These reports are sent every trimester for elementary and every six weeks for middle school and high school.
- Parents also have access to ParentVUE at the secondary level to check on student progress in real time.
- Parent-teacher conferences occur two to three times per year.

Evidence of Non-Compliance:

None

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

Evidence of Compliance:

- The District Strategic Plan outlines the key innovative initiatives that the district is implementing.
- Board reports have been provided about key strategic initiatives such as:
  - Suicide Prevention and Mental Health Programs
  - Staff Wellness Campaign
  - Social and Emotional Curricula for Tiered Instruction

- Career and Technical Education (CTE)
- Career-Technical Education Center (CTEC)
- Co-Teaching to promote elementary literacy and language development
- Dual Language Expansion
- Secondary English Language Development (ELD) Redesign
  - Grow Your Own pathways and university partnerships, including the Clinical Teaching Academy
- SKPS promoted and expanded career and college readiness programming such as:
  - IB Diploma Programme, Career-Related Programme, and Middle Years Programme
  - AVID Elective, AVID Excel, and AVID Schoolwide programming
  - Advanced Placement (AP) and dual credit offerings
  - Career-Technical Education pathway programs and dual credit partnerships

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.

Evidence of Compliance:

- The District Key Performance Indicators (KPIs) are continually monitored and reported to the board. KPIs are measures of progress in relation to our Strategic Plan goals and stated outcomes. The District Strategic Plan and School Improvement Plans outline the initiatives and programming that will help us meet our goals.
- Level directors use site visits with school leaders to monitor and discuss data outcomes and adjust plans appropriately.
- School Multi-Tiered Systems of Support (MTSS) teams evaluate key indicators and monitor and adjust systems to ensure their programming is meeting student needs and adjust/intervene if needed. MTSS key indicators include measures of academic progress and social and emotional well-being, such as those data collected by easyCBM, iReady, and Panorama.
- District and school leaders evaluate staff using a rubric-based evaluation system to provide classroom-level feedback on implementation and effectiveness of teaching and learning best practices.

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 received a report on the Secondary Integrated English Language Development (ELD) initiative, which integrates English Language Proficiency Standards into grade-level language arts courses in secondary schools.
- SKPS continued the expansion of the dual language programs in 2023-24 from seven elementary schools to fifteen, four middle schools to five, two high schools to four. Additionally, our district added preschool DL programs at three sites. The board received a report on the Dual Language Expansion, which will bring greater access to programming in Spanish and English.

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:

- Policy CUR-A001 and procedure CUR-P001 were updated in June 2022 to ensure a rigorous and robust curriculum adoption process for instructional materials and textbooks at all levels.
- These policies include updates to ensure efficiency and requirements for community and staff engagement processes prior to making a school board recommendation.

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:

- INS-M001, the Student Rights and Responsibilities Handbook, outlines administrative policies related to student conduct and safe learning environments and was updated for school year 2021-22 to reflect changes in practice.
- During school year 2021-22, the district implemented a new philosophy of student discipline, which is included in INS-M001, the Student Rights and Responsibilities Handbook.
- The district is engaged in an effort to reimagine school discipline culture and systems. This effort includes training and guidance on equity and culturally responsive practices like stress/trauma-informed practices, and restorative practices. PBIS (Positive Behavior Intervention Supports Systems) revised and updated their program to respond to the needs of the different cultural and ethnic groups served in schools to include culturally responsive supports, now known as CR-PBIS.
- A plan for professional development with learning progressions and a system for monitoring progress was developed and is now implemented to align learning on the four pillars of discipline: philosophy, equity, culturally responsive PBIS (CR-PBIS), and restorative practices. These pillars presume that students do well when they can and when expectations are clear. Effective implementation of these practices is conducive to learning and will reduce unnecessary disruptions to the learning environment.

**Pending Executive Limitation Information**

Health curriculum is being updated as noted in item 1 above.

**Recommendation/Board Action**

This report is presented for information.