



BOARD OF DIRECTORS
Paul Kylo, Chairperson • Chuck Lee, Vice Chairperson
Sheronne Blasi • Kathy Goss • Jim Green
Marty Heyen • Jesse Lippold
PO Box 12024, Salem, Oregon 97309-0024
503-399-3001

Christy Perry, Superintendent

AGENDA
SPECIAL BOARD MEETING
July 25, 2017
6 p.m.

Unless otherwise noted, board meetings are held at Support Services Center, 2575 Commercial Street SE, Salem, Oregon 97302

1. **CALL TO ORDER** Chairperson
 - a. Pledge of allegiance
 - b. Board attendance
 - c. Agenda modifications

2. **PUBLIC COMMENT** Patrons
 - a. Public comment related to agenda items only

Note: If you wish to speak, please print your name on the signup sheet available prior to the meeting. Please keep comments to three minutes. Meetings may be taped and televised by the media. If you have questions regarding the agenda, please contact Executive Administration at 503-399-3001.

3. **ACTION ITEM** Superintendent
 - a. *Adoption of DLC Curriculum – This item was a first reading on July 11, 2017.

4. **ADJOURNMENT** Chairperson

*Support Materials Included

ACTION ON ADOPTION OF DEVELOPMENTAL LEARNING / LIFESKILLS CURRICULUM

Background/Discussion

Salem-Keizer Public Schools has never participated in a formal adoption of instructional materials for self-contained special education classrooms (Developmental Learning Center and Life Skills Classrooms). Supplementary education materials used for instruction are purchased at the time a new classroom is opened to serve students with special needs.

The Oregon Department of Education does not identify nor require adoption of separate instructional materials for students with special needs. District staff started and completed an extensive review process of available instructional materials. The review process began in the fall of 2016 and will culminate in a recommendation of purchase to Superintendent Perry and the Salem-Keizer School Board prior to August 1, 2017.

The review process included the following steps, pursuant to QAM CUR-P001 Instructional Materials:

- Developmental Learning Center classroom teachers complete survey on educational materials they currently use in their classrooms by subject area.
- Administrators, Student Services staff & self-contained classroom teachers decide to explore a robust curriculum option that serves Kindergarten – Transition Age (21 yrs. Old) rather than different curriculum options at different grade bands (K-2; 3-5; 6-8; 9-12; Transition Age).
- Student Services Coordinator completed research on curriculum options.
- Teachers, Related Service Providers, Speech Language Pathologists, Community Members, Parents, Curriculum Department and Building Administrators attend an informational webinar on Unique Learning Systems.
- Teachers, Related Service Providers, Speech Language Pathologists, Community Members, Parents, Curriculum Department and Building Administrators participate in review of AbleNet, Inc.
- Public Notice is posted in both the Statesman Journal Paper Publication and Online Version (4 postings total) inviting the public to review the curriculum materials as required by Oregon Administrative Rules.
- Participants scored Unique Learning Systems and AbleNet, Inc. against fourteen criteria. (RUBRIC and SCORING RESULTS attached). 30 participants include Teachers (Grade K-21); Community Groups; Parents; Related Service Providers; Speech Language Pathologists; Administrators; Program Assistants; and Outside Agency Personnel.
- Scores indicate Unique Learning Systems is the curriculum meeting the majority of the criteria on the rubric at the highest level of 4.
- Community members requested an additional meeting for parents to give additional input on Unique Learning Systems.

As per District administrative procedure CUR-P001, the materials were available for staff and public review and comment. A thorough review of materials and submitted comments directly resulted in our final recommendation.

Recommendation

Staff recommends approval of Unique Learning Systems as the publisher for instructional materials for our self-contained special education classrooms (Developmental Learning Center and Life Skills Classrooms).

Board Action

This item was presented to the School Board as a first reading July 11, 2017 and is now being presented for action.

Salem-Keizer Equity Lens

Who are the students accessing Unique Learning System Curriculum?

The majority are students with significant and moderate cognitive delays. They require significant modifications and accommodations to access curriculum, and require a reduction in the depth, breadth, and complexity of the curriculum materials. These students read at a grade level of Pre-Primer to 3rd grade and use a variety of ways to read, comprehend, and access all types of text. Essentially, they are all on some level still learning English.

Most of the students require a personalized communication system to express their wants and their needs. The development of a communication system for a student is key to their ability to develop language skills, be proficient English Language Learners and develop communication competence to gain and demonstrate knowledge. This is accomplished with augmentative communication devices and picture communication systems.

What is an Augmentative Communication Device or Communication System?

Augmentative Communication includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. In a sense, we all use augmentative communication when we make facial expressions or gestures, use symbols or pictures, or write.

Most of these students have severe speech or language problems, and rely on Augmentative Communication to supplement existing speech or replace speech that is not functional. Special augmentative aids, such as picture and symbol communication boards and programmed electronic devices, are available to help students express themselves. Augmentative Communication is designed to increase social interaction, school performance, and feelings of self-worth.

Unaided communication systems rely on the user's body to convey messages. Examples include gestures, body language, and/or sign language.

Aided communication systems require the use of tools or equipment in addition to the user's body. Aided communication methods can range from paper and pencil to communication books or boards to devices that produce voice output and/or written output. Electronic communication aids allow the user to use picture symbols, letters, and/or words and phrases to create messages. Some devices can be programmed to produce different spoken languages.

What does "equity" mean for this group of students?

Historically, no adopted curriculum has existed for this population.

Equity for this group of students means that they are guaranteed a viable curriculum that supports their communication and independent living goals. Unique Learning Systems would allow us to better report progress to parents and the district on what students know and can do, through tools built into the curriculum.

Equity also means enhancing their opportunity to meet alternate common core standards so that they may graduate with a diploma, which is typically an **Extended Diploma**. Most currently exit school with either a **Certificate of Attainment** or an **Extended Diploma**. The expectation would be a reduction in the number of students receiving a **Certificate of Attainment**, and increase the number of students who graduate with a diploma.

Is the Unique Learning Systems Curriculum available in other languages?

All Curricula options reviewed as appropriate for this population of students were available in English only. The owners of the recommended curriculum, Unique Learning Systems, grant permission to translate their materials, as needed.

How many of the students are also identified as English Learners?

Of approximately 768 students that would access Unique Learning Systems, 58 are identified as English Learners. The determination of whether a student accesses English Learner services is made at the IEP Team meeting, which includes participation by the parents.

Will the 58 students who are ELs suffer because of the materials being available in English only?

There are very few instances currently where translation is utilized for this population in our district. In accordance with federal and state law, each student's individual IEP team, including parents, determines the need for translation. When translation rarely occurs, it typically involves translating a small set of words that are needed in the home, community, and school environment into another language and pairing them with pictures/symbols.

We held conversations with Multnomah Education Service District in Portland, Oregon and Clark County School District in Las Vegas, Nevada. Both districts have adopted Unique Learning Systems Curriculum, and do not translate the curriculum to another language.

As mentioned earlier, nearly all of these students are on some level still learning English. Salem-Keizer has the capacity within its Development Learning Center (DLC) and Life Skills (LSC) teachers working with our Augmentative Communication Specialist and English Language Acquisition staff, to employ a variety of GLAD (Guided Language Acquisition Design) strategies to meet the individualized needs of the 58 English Learners.

How will we measure success?

Our measurement of success over time would be 1) improving performance by more students meeting or exceeding on the Oregon Extended Assessment, 2) less students graduating with a **Certificate of Attainment**, and 3) more students meeting alternate standards requirements and graduating with an **Extended Diploma**.