



BOARD OF DIRECTORS  
Osvaldo F. Avila, Chairperson • Ashley Carson Cottingham, Vice Chairperson  
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Christy Perry, Superintendent

**AGENDA**  
**BOARD MEETING (Work Session)**  
**6 p.m.**  
**April 26, 2022**

This meeting will be held by electronic means only, with board member/participant access online only as well as the public viewing access.

**Public Access: Electronic, Live-stream**

English: <https://www.youtube.com/watch?v=ZJQSJbTjp7M>

Spanish: [https://www.youtube.com/watch?v=D\\_FPtPkPIM0](https://www.youtube.com/watch?v=D_FPtPkPIM0)

The meeting will also be broadcast on CC:Media, channel 21. Closed caption in English is available through CC:Media television and YouTube.

- 1. CALL TO ORDER** Chairperson
  - a. Board Attendance
  - b. 2<sup>nd</sup> Vice Chair Appointment
  - c. Diverse Welcome Message
  - d. Pledge of Allegiance
  - e. Agenda Modifications
  
- 2. REPORTS** Superintendent
  - a. Dual Language Expansion
  - b. Secondary English Language Development Redesign
  
- 3. READING** Chairperson
  - a. \*Resolution No. 202122-20 – Resolution in Support of Dual Language Expansion
  
- 4. ADJOURNMENT** Chairperson

\*Support Material Included

**ADOPT RESOLUTION NO. 202122-20  
RESOLUTION IN SUPPORT OF DUAL LANGUAGE EXPANSION**

**Background/Discussion**

The expansion of our dual language programs is an important strategy in our Student Investment Account (SIA) and, more importantly, for our students learning English. Early on, SKPS and the community chose a transitional biliteracy program for our students learning English. Students who participate in Literacy Squared, our transitional bilingual program, and exit before high school, graduate at a higher rate than their English-speaking peers. It is the goal of the district to provide access to all interested students in our community to develop a second language and achieve high levels of biliteracy and grow in their social-cultural competency. Salem-Keizer has seven schools with dual language programs and 21 elementary schools with transitional bilingual programs, which creates optimal conditions for program expansion.

During the engagement for the SIA, and in the review of our data, it was determined that expanding dual language programs would be a benefit to our community. Dual language programs are centered in equity and built on the pillars of bilingualism and biliteracy, high levels of academic achievement, and cross-cultural competency and connections, all which align closely with the district's Strategic Plan goals. This work is important to enhancing and improving on the district's dual language framework that has been developed over the past 25 years.

Even though the strategies proposed in the SIA were adopted by the board in February of 2020, it was only in the 21-22 school year when the district was able to start planning for implementation of the strategy. In March 2020, schools moved to Comprehensive Distance Learning (CDL), and in 2021-22, SKPS was in CDL and hybrid instruction. Changing an instructional model beyond that of online learning was not possible or good for students during that time.

School year 2021-22 has been a planning year for dual language expansion. In school year 2022-23, the district will expand dual language programs in four elementary schools: Chavez, Washington, Keizer, and Four Corners. Stephens, Claggett, and Waldo middle schools will start the program for 6<sup>th</sup> graders. McKay and McNary high schools are establishing school planning teams and identifying teachers, to offer dual language programming for 9<sup>th</sup> graders.

The two-way dual language program has consistently demonstrated high academic achievement in national longitudinal studies for the past 40 years. Salem-Keizer has the foundational understandings, the diversity in student community, and the dedication of staff to bring this world-class opportunity to its learners.

This resolution demonstrates support from the board for dual language expansion and articulates the positive impact of dual language expansion on both students learning English and English-speaking students learning Spanish.

**Recommendation/Board Action**

This resolution is presented as a reading and will come before the board for action at the May 10 board meeting.

**RESOLUTION NO. 202122-20**  
**RESOLUTION IN SUPPORT OF DUAL LANGUAGE EXPANSION**

**WHEREAS** dual language program expansion was brought forward by community organization representatives and parents through the Student Investment Account stakeholder engagement process and is one of the key strategies of the Student Investment Account; and

**WHEREAS** dual language in Salem-Keizer Public Schools will be defined as a two-way immersion program; and

**WHEREAS** over three decades of research indicates that English learners in dual language programs become orally proficient in English and achieve at or above grade level norms in English reading and writing by grades 5-7, if not sooner; and a significant body of research demonstrates that English learners who receive literacy instruction through their primary language develop higher levels of English proficiency than English learners in mainstream English programs; and

**WHEREAS** overall reading and math scores of students in dual language education are higher for all students in a dual language model, regardless of ethnicity, socioeconomic, limited English proficiency, or special education status; and in most cases, by middle school years, dual language students, regardless of subgroup, are scoring as high in reading and math as non-dual language students in the next highest grade, and in some cases as much as two years higher than their non-dual language peers; and

**WHEREAS** students identifying as Latino/a/x comprise the largest demographic group in the district, and 85 percent of all English learners and past English learners in the district are Spanish speakers; this environment creates optimal conditions to support the program and will have the greatest positive impact for English learners in our district; and

**WHEREAS** students and staff in dual language programs develop strong socio-cultural competency and an understanding and appreciation of their identity; and social-cultural competency means students recognize similarities and differences in each other and look for opportunities to attach positive cross-cultural attitudes toward fellow students, their families, and the community; and

**WHEREAS** effective dual language programs are built on three important pillars: bilingualism and biliteracy, high levels of academic achievement, and cross-cultural connections, all which align closely with the district's Strategic Plan goals; and

**WHEREAS** dual language is additive research-tested program that elevates and builds on the cultural and linguistic assets students bring into our schools and our community; it allows the district to serve language learners by adding additional languages but never at the expense of the first language and culture; and students in dual language programs use each of the two program languages to strengthen the other language; and

**WHEREAS** enhancing and improving the district's dual language framework that has been implemented and developed over the past 25 years will open the door for other dual language programs in other languages; and

**WHEREAS** the dual language program instructional model has been shown to be the most effective instructional model for English learners; it is centered in equity by focusing on the pillars of bilingualism and biliteracy, high levels academic achievement, and social cultural competency; and the rich diversity of our community and schools, as well as the large concentration of Spanish-speaking English learners, creates optimal conditions to establish this program model; and

**WHEREAS** bilingualism is achieved when students are comprehending and speaking in both languages; and biliteracy is achieved when students are speaking, reading, writing, and comprehending in both languages; and

**WHEREAS** our community is stronger when we value and build upon the cultural assets of all its members; and effective programs include school staff, school board, and community support and involvement; and

**WHEREAS** the Salem-Keizer School District Board of Directors commits to supporting the district in the expansion of dual language programs through a thoughtful implementation plan that prioritizes school and community readiness, community engagement, and professional development for our educators; and

**WHEREAS** the board supports the district’s plan in placing new dual language programs in areas of our community where we have the highest number of English learners; and

**WHEREAS** the board demonstrates its commitment by continuing to monitor the Key Performance Indicators (KPIs) developed by the superintendent that value 2<sup>nd</sup> grade English and Spanish, 5<sup>th</sup> grade on-track to English language proficiency, 7<sup>th</sup> grade on-track to English language proficiency, high school 9<sup>th</sup> grade on-track to graduation, and attainment of the Seal of Biliteracy, which is disaggregated for students served in dual language programs; and

**WHEREAS** the board demonstrates its commitment by having two board members regularly participate on the Dual Language Advisory Committee, which is composed of community, parents, district staff, and Dual Language New Mexico as a subject-matter expert; and

**WHEREAS** the board will demonstrate its commitment by asking for regular reports on implementation progress and by supporting funding for sustainability of dual language expansion in the budget approval and adoption process;

**NOW, THEREFORE,** the Salem-Keizer Public Schools Board of Directors commits to furthering a dual language program of instruction and thanks the community representatives and parents of the Student Investment Account engagement process, the Salem-Keizer community, and district staff for their commitment to this work.

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Osvaldo F. Avila, Chairperson

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Date