Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, January 23, 2017 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

Monday, January 23, 2017
6:30 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, January 23, 2017, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER AND ROLL CALL

II. PLEDGE OF ALLEGIANCE

III. SCHOOL BOARD RECOGNITION MONTH

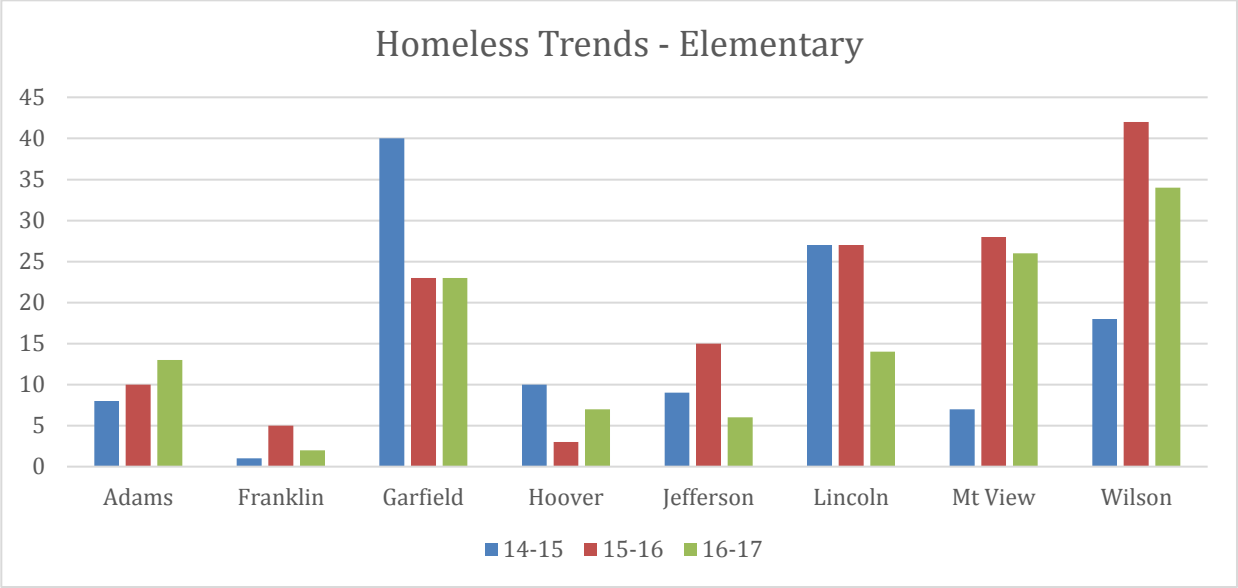
IV. STUDENTS AND FAMILIES EXPERIENCING HOMELESSNESS

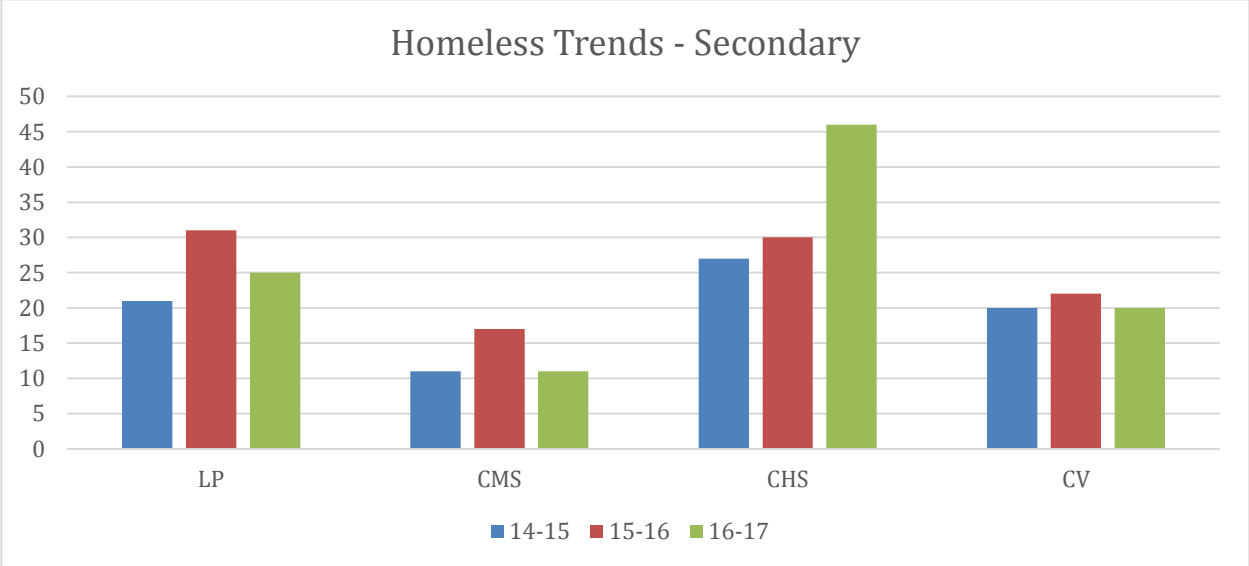
Corvallis
SCHOOL DISTRICT

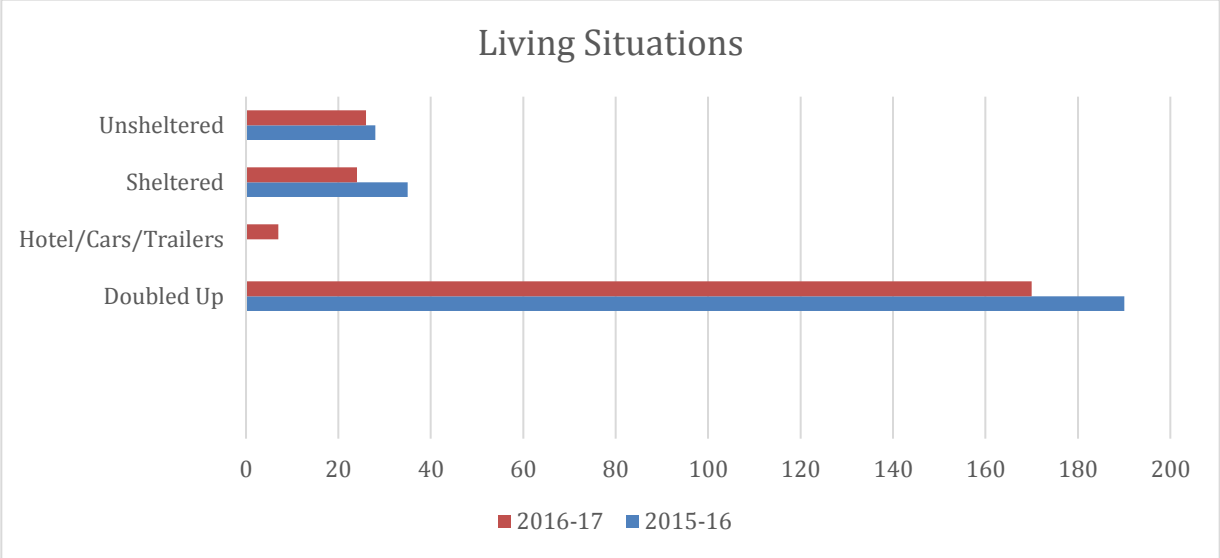
Prepared for: Corvallis School Board
Prepared by: Chris Hawkins, Student Support Coordinator; Amy Lesan, Curriculum Coordinator
Meeting Date: January 23, 2017

Students and Families Experiencing Homelessness NO ACTION REQUIRED

We continue to see an increase in our student population of families experiencing homelessness. The following charts show the data for the last three years. Data for 2016-17 is current as of November 30, 2016.







Currently at Community Outreach Family Shelter, all nine family living quarters are full and several more families are sleeping on the floor each evening. At the last count, 25 children were sleeping there.

We appreciate the support of the Corvallis Public Schools Foundation. We actively work with the following agencies to ensure our families' needs are met. One struggle we continue to face is when agencies refuse to work with families (and/or families opt out of services provided by those agencies) and the children continue to come to school, leaving the school district isolated in providing wrap-around support.

Partner Agencies:
- Corvallis Assistance League (Operation School Bell)
- Boys and Girls Club of Corvallis
- Love INC
- Vina Moses

Shelters:
- Community Outreach, Inc.
- Jackson Street Youth Shelter
- Center Against Rape & Domestic Violence

Special Services:
- Trillium Family Services
- Old Mill Center for Children and Families
- Oregon Department of Human Services – Child Protective Services

Food Supports:
- Benton County Food Share
- Independent Order of Odd Fellows
- Kiwanis Club – Sunrisers
- Rotary Club
- Local churches

Additional Supports:
- Blackledge Furniture
- Furniture Share
- Walmart

Transportation Needs:
- Dial-A-Bus

We currently have three part-time staff members focusing primarily on these families, but also on families that are nearly homeless or in abject poverty: Chris Hawkins, Student Support Coordinator; Carolyn Hinds, Liaison, Vision Outreach Specialist; Jeffery Burns, Family Outreach Advocate.

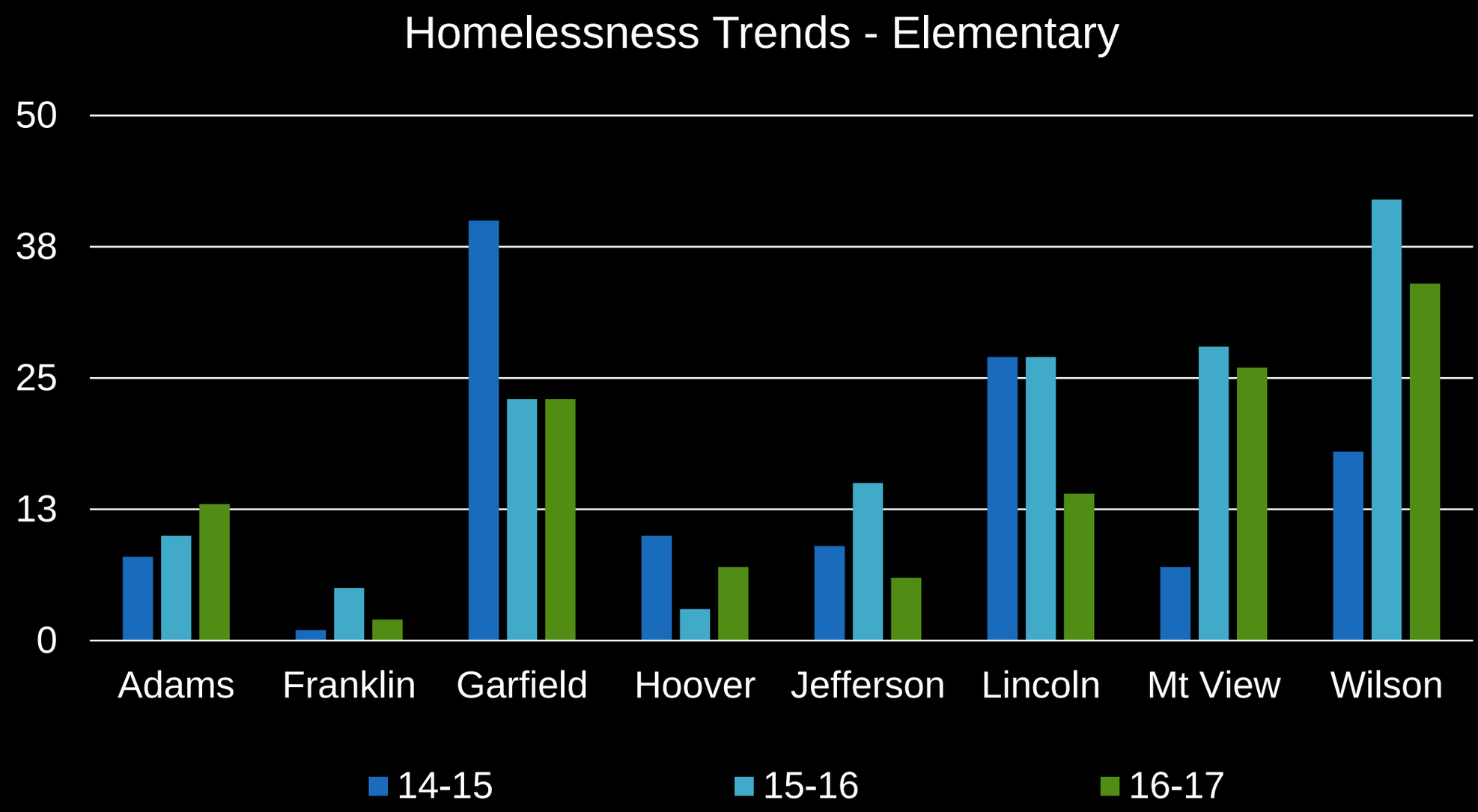
CORVALLIS SCHOOL DISTRICT

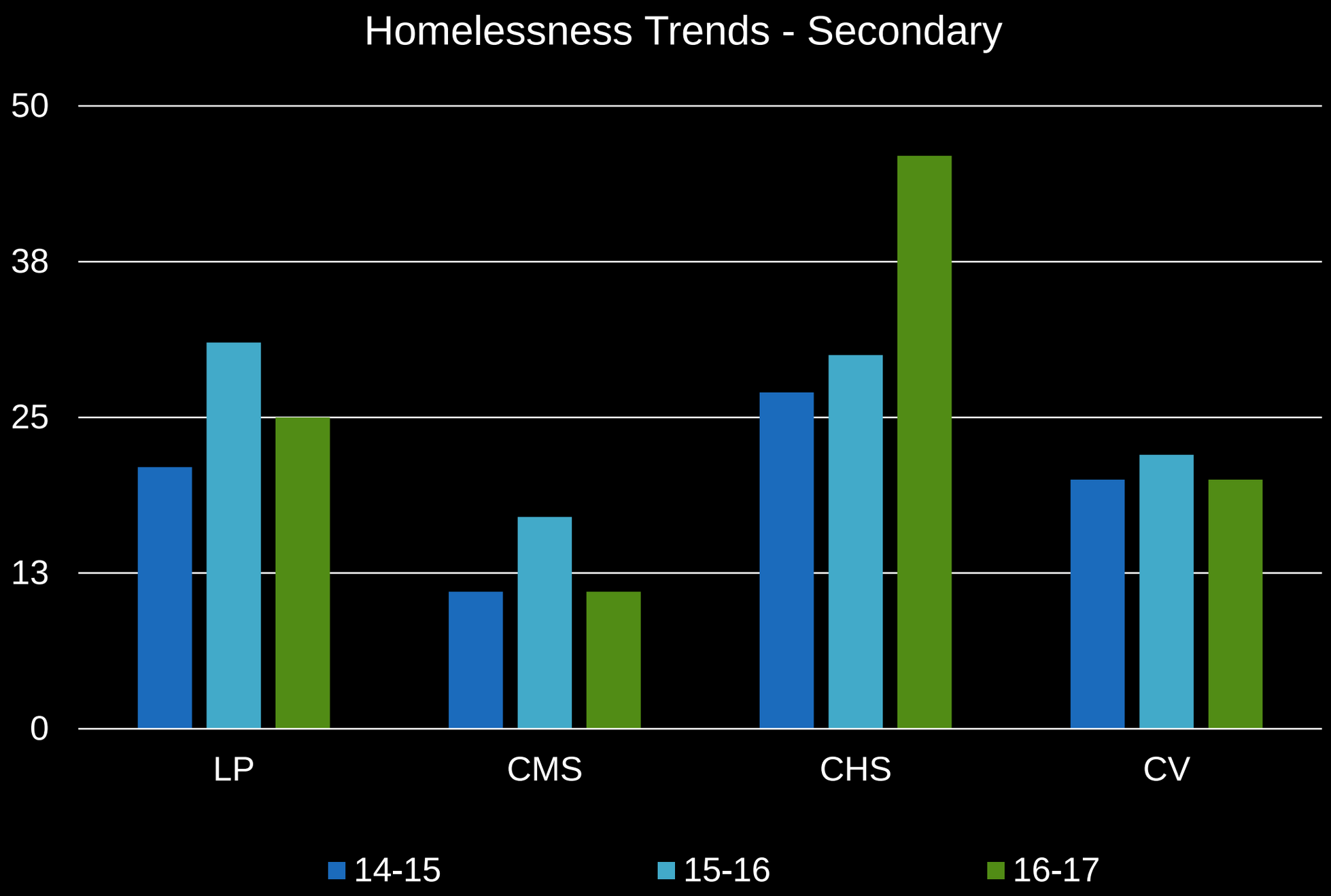
STUDENTS AND FAMILIES EXPERIENCING HOMELESSNESS

MCKINNEY VENTO ACT

WHO?

DATA FOR THE PAST THREE YEARS!




Homelessness Trends - Secondary
50
38
25
13
0
LP
CMS
CHS
CV
14-15
15-16
16-17

SELF-ACTUALIZATION
morality, creativity, spontaneity, acceptance

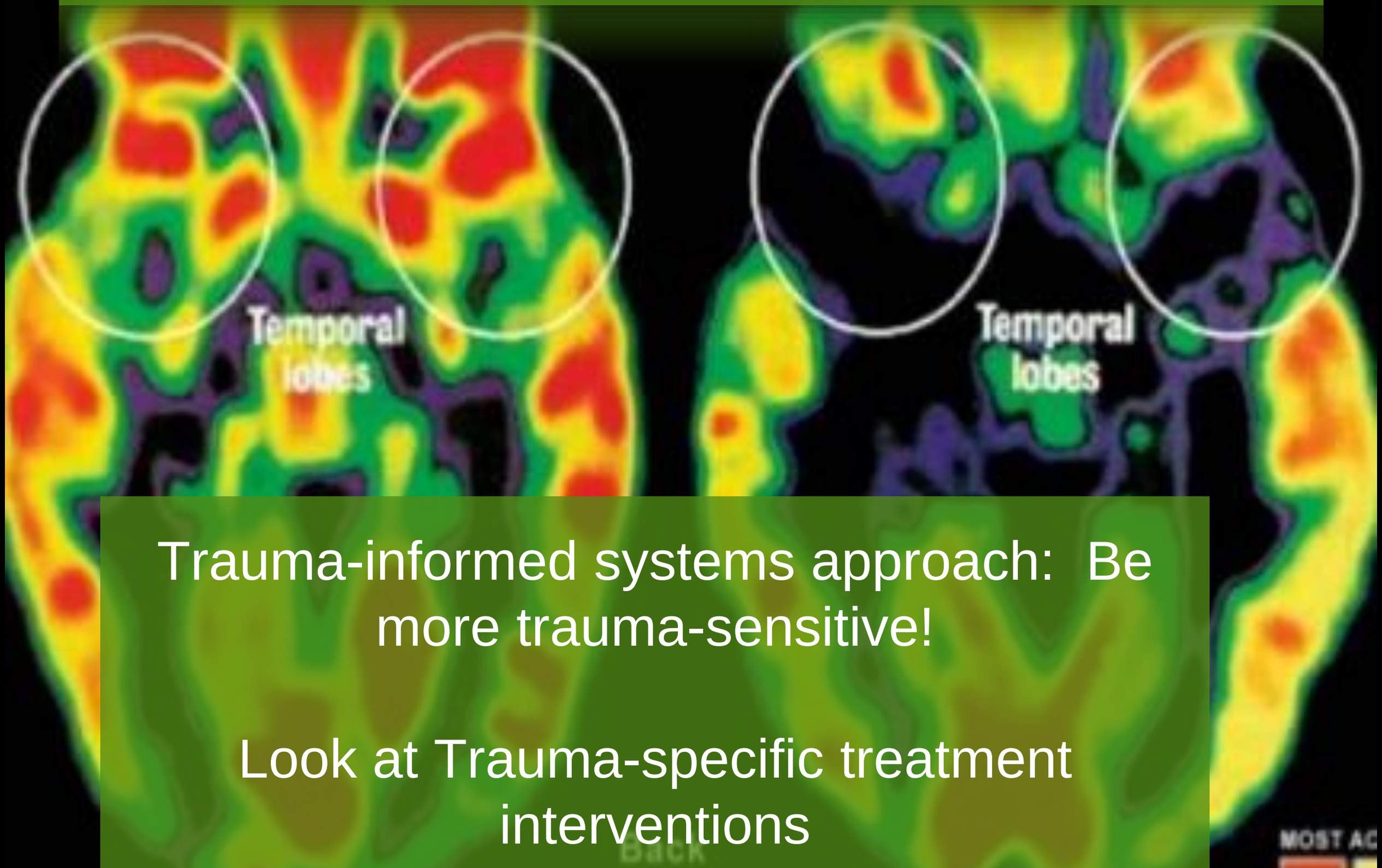
SELF-ESTEEM
confidence, achievement, respect of others

LOVE AND BELONGING
friendship, family, intimacy, sense of connection

SAFETY AND SECURITY
health, employment, property, family, and social stability

PHYSIOLOGICAL NEEDS
breathing, food, water, shelter, clothing, sleep

BREAKING THE CYCLE!



Trauma-informed systems approach: Be more trauma-sensitive!

Look at Trauma-specific treatment interventions

NOW WHAT?

RESILIENCY



WHAT ARE WE DOING?

CONNECTIVITY



WHAT ARE WE DOING?

HEALTH AND HYGIENE



WHAT ARE WE DOING?

FOOD INSECURITY

“You see you wouldn't ask why the rose that grew from the concrete had damaged petals. On the contrary we would all celebrate its tenacity. We would all love its will to reach the sun. Well; we are the roses, this is the concrete, and these are my damaged petals.”

Tupac Shakur



quotesbe

Corvallis
SCHOOL DISTRICT

V. SPECIAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kevin Bogatin, Marcianne Rivero-Koetje, and Amy Lesan
Meeting Date: January 23, 2017

NO ACTION REQUIRED

Special Education/Emerging Bilingual Educational Practices

The purpose of this presentation is to provide an update to the board on our progress towards transforming our educational practices for students receiving special education and emerging bilingual students in the Corvallis School District.

Our district has made important strides in this work and we are excited to share this update with you. Last fall, we were invited to present our progress at a national education conference. That presentation, entitled "*A Journey to Equitable Special Education Practices*" was an opportunity for us to step back from the work and reflect on CSD's history, typical systems and inherent barriers for emerging bilinguals and students with different learning abilities. This is a shortened version of that presentation.

When we set out to explore student equity and barriers for students, we started by taking a look at the data, which we have previously shared with board members. As we began this work, we knew we needed to transform the mindset and systemic structures impacting specific student groups. With leadership from the superintendent's office, our district leadership has systematically dismantled the traditional special education model by removing persistent silos. We have flattened the hierarchy and each building now uses an inclusive special education model that keeps students at the center of their work.

Through a commitment to equity for all students, hard work by our building staff and a mantra that ALL students can make progress in school, this inclusive approach allows the use of creative options for delivering instruction in a co-teaching model to positively impact students and realize educational equity for our school system.

One small example of this work is our use of asset-based language that values and honors the assets and contributions of students and their communities. The Oregon Chief Education Office in partnership with the Governor's office has created a tool that provides a set of recommended words and phrases that is helping our district and others begin to shift from deficit labels to language that identifies that all students have unique strengths and abilities.

We will share some data and strategies we have employed to work through this adaptive change and we will have time for board member questions following the presentation.

Equity Vision in Action

Corvallis SCHOOL DISTRICT



Students at the Center

The Corvallis School District provides all K-12 students with a well-rounded and academically rigorous education. Our goal is to help each student reach their full potential. Our strategic priorities, resources, and staffing allocations are aligned with our commitment to help students achieve equitable outcomes.

Activities include partnering with HeadStart to offer pre-Kindergarten programs at Adams, Mountain View, and Lincoln Elementary Schools, aligned DLI curriculum at Garfield and Lincoln Elementary Schools, Advancement Via Individual Determination (AVID) at all secondary schools, providing a pathway towards the Oregon Seal of Biliteracy, and equitable funding for counselors, art teachers, family liaisons, and school Health Navigators.



Equity-Based Leadership

We provide diversity training for all staff and continued training for our school Equity Teams. These teams make decisions, problem solve and take actions to address systemic barriers to learning.

We are developing and supporting diversity in our staff with the 'Grow Your Own' teacher pathway program, primarily to increase our bi-lingual and bi-cultural teaching staff.



Equity-Driven Practices

Culturally responsive curriculum has been developed for emerging multilingual students. Barriers to equitable student outcomes are identified and removed. Staff are trained on instructional strategies (sheltered learning) for those students who are learning English as a second language.

A full-time translator provides support to all schools.



Family Engagement

We invite active involvement of families and the community in our schools. We are committed to engaging families as partners and to identify and remove biased practices. The Spanish Speaking Advisory Group and District Equity Leadership Team Advisory group (DELTA) provide valued perspectives.

School district communications are offered in multiple languages.

Corvallis School District – Building Capacity

Implement Co-Teaching (Emergent Bilinguals) – An intentional shift away from pull out ELL services to co-teaching content integrated ELD (emerging bilinguals stay in class and the EL teacher plans with the general education teacher to ensure all students have access to core). Systematic training of EL teachers and gen ed teachers in GLAD and SIOP, with plan to have in district trainers.

Implement Co-Teaching (Students with an IEP) – An intentional shift away from pull out sped services to co-teaching and co-planning. Working with a framework for inclusion (University of Kansas and Oregon Dept of Ed) systematic training of principals, district leaders and both gen ed and sped teachers in how to help students access core content.

Reduce Suspension/Expulsion – After a high number of suspensions and expulsions an intentional shift and new state law helped us move to reducing the number of suspensions as a consequence. Currently all principals consult with another principal prior to suspending a student at the elementary level. All secondary principals follow a discipline matrix, where suspension/expulsion is last option. (Note: Hispanic Suspensions 21% – 16% over 3 years with increasing population)

Eliminating Restraints/Seclusions – We now train all or classified and most of our licensed staff in CPI non-violent communication and de-escalation strategies. We complete the training up to the component of restraints/seclusions with the theory if we train how to restrain we are approving it and staff will use it. When a restraint happens (there are no seclusions) one of our in house CPI trainers responds as soon as possible. We have come to realize restraints are equally traumatizing to students and staff.

Eliminate Self-Contained Classrooms – An intentional move away from self contained behavior classrooms, to behavior support in buildings and district wide where students stay in their boundary school. District staff are also available to model and train assistants.

Increase Professional Development – a significant amount of time was spent (and continues to support) principal training in special education. With a goal of each principal being a mini special education director, it was critical that they had the confidence and competence to participate fully in the IEP process with minimal support from district office.

Implement Sp-Ell Walkthroughs – District office, principals and special education teachers conduct classroom visits to observe the instructional practices and strategies for special education students.

Implementation of E-Teams – led by principals with the help of PEG, each school has an E-Team that will be responsible for supporting all of the above initiatives in the classrooms.

Increase Teacher Leadership – each school is moving toward a coaching model with lead teachers as instructional equity coaches. Training with Corwin on Jim Knight model.

Mindset Shift for Principals – all of the above examples were made more possible by a mindset shift in a TRUE belief in all kids and they need to be in general education classrooms as much as possible. All decisions are with the lens of how will this affect kids? With the principal using this lense and asking these questions, our teachers mindsets have also begun to shift!!

District Leadership Continually Asks - "Who does this policy, practice, rule, process, benefit racially?" If you do nothing, who benefits?" *Deborah McKnight*

Asset-Based Communication Lens

Language is powerful. We all bear a profound responsibility to shape the future of the next generation. With the myriad communication platforms we use every day we have an opportunity to send messages to students, families and communities. The messages play a critical role in defining how students see themselves and in turn how the community views students and their abilities or contributions.

Education Common Language	
Common Phrase	**Word Swap**
Achievement Gap	Opportunity and systems gaps
At-Risk	Underserved or historically underserved population
Children in poverty/low income	Children navigating poverty
Disadvantaged	Students who have been historically underserved and/or under-represented
English Language Learners	Emerging bilingual students, emerging multilingual, simultaneous bilingual student
Low performing schools	Schools that show opportunity for growth along multiple measures
Subgroups	Groups
Special Education Common Language	
Common Phrase	**Word Swap**
Inclusion, Mainstreaming or full inclusion	Inclusive practices
Regular education	General education
Regular classroom	General classroom with supplemental supports and/or service
Resource Room, Self-Contained	Learning Center
Learning Resource Teacher; LRC Teacher	Educator
Case Manager	Service Coordinator
Case Load	Service Load
People First Language	
Common Phrase	**Word Swap**
Autistic Student	Student with Autism
Lifeskills Student	Student in Lifeskills
Handicap	Disability

Resource:

Asset-Based Communication Lens: Executive Framing https://goo.gl/KzBxFg

ASSET-BASED COMMUNICATION LENS: EXECUTIVE FRAMING

THE CREATION

The Chief Education Office worked in partnership with Education Agency Communications Directors, equity-focused staff members and the Governor's Office to create a companion tool to complement the Equity Lens. The group began with 10 of the most used words/phrases to group or characterize students. The tool is designed to be constantly evolving by adding suggested terms over time in an on-going, co-created dialogue with communities across the state. As a group, we are committed to approaching this work with humility and an openness to listening and learning.

THE REASON

Language is powerful. We all bear a profound responsibility to shape the future of the next generation. With the myriad communication platforms we use everyday we have an opportunity to send messages to students, families and communities. The messages play a critical role in defining how students see themselves and in turn how the community views students and their abilities or contributions. This tool is designed to create a set of recommendations for use of positive, asset-based language that values and honors the circumstances, assets and contributions of students and their communities.

THE INTENTION

This tool was created to complement the Equity Lens and is rooted in the core beliefs of the Lens. It provides a practical approach to operationalizing the values of the Equity Lens with the tenets of an asset-based paradigm instead of a deficit-based one. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, students of color, and/or historically underserved groups and their families are pathologized and marginalized.

An asset-based paradigm means recognizing and amplifying the strengths each person brings to the community and not associating systemic barriers with the students and families.

THE USE

The tool should be consulted when writing internal and external communication that for one purpose or another necessitates grouping students, families or communities. Ideally this is a tool that is **not** just used by educational entities when communicating in traditional ways but within human resource departments, by data teams when analyzing data, when submitting reports/proposals and when community leaders are communicating about students in general.

THE AUDIENCE

This tool and the intentions behind it are designed to be a resource to demonstrate values within state agencies, educational entities, among community and state leaders, non-profit organizations, businesses, elected officials, and so on.

THE FEEDBACK

This tool is designed to continuously evolve with new elements and words being added over time so that this can serve as the most effective resource for asset-based communication. We welcome suggestions as to other tools and resources to support your efforts to create a positive narrative for students, families and communities.

From the Chief Education Office

COMMUNICATION LENS: AN EQUITY LENS COMPANION TOOL

"The lack of awareness that language encodes the deepest and most taken for granted assumptions about culture further marginalizes the awareness that other cultures are based on different assumptions." (Bowers, 2006)

The language we use as leaders, as communicators, and as adults in a community creates a lens for how students view themselves, creates perceptions among adults about students' abilities and culture, and plays a fundamental role in exacerbating the systemic gaps between students. We are in a double bind because our intent is to help improve the educational outcomes for students, yet we simultaneously worsen outcomes by perpetuating deficit-based paradigm in the process.

Collectively, we bear a profound responsibility to shape the future of the next generation. Each of us utilizes myriad platforms to communicate every day. Imagine the impact on our students if we join together to write a new narrative about the unique assets and contributions that each of our students and educators bring to our schools and to the larger community.

This Asset-Based Communications Tool is intended to be an evolving document designed to equip educators, communicators and leaders across the state with a tool to begin to change the narrative for students. The tool was created to supplement Oregon's Equity Lens with a practical application. The Oregon Equity Lens is a tool that was vetted by over 60 organizations and individuals throughout the state, including high school students. Feedback from the organizations added clarity and guided the development of our core beliefs, which are summarized in the box on the right. This tool includes eight accompanying facilitation questions to assist groups in determining priorities, examining unintended consequences and planning strategically through an equity lens. One of the objectives of the Equity Lens is to provide a common set of values to guide educational entities and partners in decision making related to policy making, investments and systems building. This *Communication Tool* will help provide the vocabulary to demonstrate those values in practical applications that includes research-based rationale for each suggestion.

Equity Lens Core Beliefs

- Every student has the ability to learn
- Speaking multiple languages is an asset
- Special Education Services are an educational responsibility
- Students previously described as "at risk" are the best opportunity to improve outcomes Intentional proven practices must be implemented to return out of school youth to an educational setting
- Supporting great teachers is important
- Ending disparities and gaps in achievement begin with quality delivery
- Resource allocation demonstrates priorities and values
- Shared decision making with communities will improve outcomes
- All students should have access to information about future opportunities
- Community colleges and universities play a critical role in serving diverse, rural and emerging bilingual student (English Language Learners) communities
- Rich history and culture is an asset to celebrate

This lens humbly seeks to provide a framework to use asset-based language in the creation of internal and external communication. Too often, language created by the state and its partners, though well intended, utilizes both a narrative and labels with a deficit-based lens. This negative language is often adopted by the public further perpetuating a narrative about students and their abilities.

Enclosed are some of the most frequently used words to describe students or groups of students and suggested alternative asset-based language to use in their place.

This list in the current version of the Tool is by no means intended to be definitive or fixed, but rather is intended to provide a framework to allow communicators and educational/community leaders to demonstrate, through communication, a commitment to valuing and amplifying the assets of each of our students.

GLOSSARY OF TERMS AND SUGGESTED USE

This section is designed to illustrate how language in multiple forms can be altered to shift the current narrative about students and communities to a more positive, asset-based story. The grid below offers a series of suggestions for use of asset-based language in Word Swap, Sentence Usage, and Paragraph Usage form as a replacement for commonly used deficit-based words or phrases. The promising language in the right hand column is intended to be a guide and depending on context, may not be applicable in every situation.

	COMMON PHRASE & USAGE	PROMISING USAGE
1	**achievement gap** "I am committed to closing the achievement gap."	**Word Swap:** opportunity and systems gaps **Sentence Usage:** 1) I am committed to closing all gaps created by our systems that impede opportunities for all students to be successful. 2) This program/investment is designed to support students who our systems have not historically supported adequately in being successful. **Paragraph Usage:** I am committed to working to improve educational outcomes for each student, particularly students of color and emerging bilingual students who have not been adequately supported throughout our systems of education. I am committed to approaching this work from a strength-based perspective that focuses accountability on the system to provide culturally and community-specific forms of support.
2	**at-risk** "Effective interventions should address the needs of at-risk students."	**Word Swap:** Underserved or historically underserved population. **Sentence Usage:** 1) This initiative targets students who hold tremendous promise, but haven't historically benefited from the services or opportunities to unlock it. 2) All students hold promise. Collectively, as an education system, and as a larger community we must build the kinds of systems and supports to unlock that promise. 3) This program serves students who are full of promise that is not currently being recognized. We believe that each student should have every opportunity to thrive. **Paragraph Usage:** I am committed to improving systems and practices to ensure that students, who have been historically underserved, have the opportunities and support they need to thrive. I believe that each and every student has potential, and as leaders, it is up to us to design systems to ensure we are harnessing that potential for the good of the students and our state.

3	**barriers like not speaking English** "I am committed to breaking barriers for students to be successful, like students in poverty, students in the gap or those who speak a language other than English."	**Word Swap:** systemic barriers or student assets **Sentence Usage:** I am committed to identifying the gaps and systemic barriers that prevent each student from being successful. This initiative seeks to recognize and celebrate that speaking multiple languages or having diverse perspectives at the table is an asset. **Paragraph Usage:** I am committed to honoring the languages students bring to school. I view languages as assets that have the potential to support children and youth in achieving at high academic levels, particularly those whose backgrounds have required more than their average share of grit, determination and economic struggle.
4	**children in poverty/low income children/poor children** "I am committed to making systems inclusive, particularly for children in poverty."	**Word Swap:** children navigating poverty **Sentence Usage:** I am committed to making systems inclusive and accessible, particularly for children navigating poverty. Through this investment, we hope to provide wrap-around services and support to ensure that families have their basic needs met and students can come to school ready to learn. **Paragraph Usage**: Children who face economic struggle often have a story of resourcefulness and drive. When we amplify this resourcefulness, initiative, and capacity, and honor the contributions each student makes, we see a student filled with grit, determination, perseverance and resiliency - essential ingredients for life-long learning and success.
5	**disadvantaged** "We need to invest in all students, particularly students who are historically disadvantaged."	**Word Swap:** Students who have been historically underserved and/or under- represented **Sentence Usage:** We need to invest in all students, particularly students whose assets have been historically ignored or undervalued. The differences between the access to opportunities some students have had, relative to others, are vast; as a system we have to create multiple pathways to ensure student success no matter their circumstances. **Paragraph Usage:** Students bring to schools a wealth of social and cultural capital. As educators and leaders, it our responsibility to foster and nurture those contributions as assets that are vital the community.

6	**English language learners** "I am committed to ensuring that our English Language Learners are given all the tools necessary to learn English and to succeed in Oregon schools."	**Word Swap:** emerging bilingual students **Sentence Usage:** 1) I am committed to emerging bilingual students and to ensuring that the languages and cultures of all students are honored in schools. 2) Through the creation of the Oregon Bi-Literacy Seal, we are able to recognize the value students who speak multiple languages bring to their schools and communities. **Paragraph Usage:** I am committed to emerging bilingual students and to ensuring that the languages and cultures of all students are honored in schools. I am committed to working with schools to build on families' cultural and linguistic assets.
7	**highly truant** "It is critical that we work with highly truant students or schools who struggle with chronic absenteeism."	**Word Swap:** students experiencing chronic absenteeism **Sentence Usage:** 1) I believe that our ability to combat chronic absenteeism in Oregon is dependent on our schools ability to meaningfully engage with families and the larger community. 2) Through this pilot investment we will develop a series of promising practices designed to leverage culturally specific family engagement to improve student connectedness to school and increase attendance rates. **Paragraph Usage:** It is critical that our systems increasingly see families as vital partners with whom we should meaningfully engage in order to most effectively support students. Our vision is that all schools have students who are regular attenders because both students and their families are valued and supported in the classroom and in the community at-large.
8	**low performing schools** "I am committed to working with low-performing schools to ensure academic success."	**Word Swap:** schools that show opportunity for growth along multiple measures **Sentence Usage:** 1) I believe there is a tremendous amount of untapped potential in students all across the state; it is our responsibility as leaders and educators to unearth that potential and harness it. 2) This initiative is designed to provide additional support and capacity to schools that have opportunity for growth along multiple student measures. **Paragraph Usage:** I am committed to never calling a school or students "low-performing." Having high expectations for schools and students is vital to their success. In order to ensure the success of each of our students, it is critical that we provide targeted support to schools that show opportunity for growth along multiple measures.

9	**minorities** "Oregon is committed to increasing the number of minorities in CTE jobs and in higher education."	**Word Swap:** students of color or culturally and linguistically diverse students **Sentence Usage:** 1) I am committed to ensuring that entities that represent students of color and emerging bi-lingual students are at the table when key decisions are made that will impact students who are culturally and linguistically diverse. 3) This investment is designed to improve literacy outcomes for students of color by working directly with culturally specific organizations that have a proven track record of effectively supporting culturally and linguistically diverse families. **Paragraph Usage:** Oregon is dedicated to increasing the numbers of culturally and linguistically diverse students, students of color, and women in CTE jobs in higher education. We are committed to shift from a system of not adequately supporting students to one that honors their communities and recognizes their assets.
10	**subgroups** "It is critical that we disaggregate data in schools and closely examine all subgroups."	**Word Swap:** groups **Sentence Usage:** 1) It is critical that we disaggregate data in schools and closely examine all groups. 2) This report compares students from multiple groups to determine the impact of our recent investment. **Paragraph Usage**: Disaggregating data is critical. As we focus on examining growth for all groups, it is also important that we expand the measures beyond summative assessments.

TERMINOLOGY USE OVERTIME

This section illustrates how words and phrases used to describe students and communities have evolved over time. It acknowledges that despite good intentions, users of the tool may currently be using language on the left side of the continuum. Through drawing attention to the evolution of the language, our intent is two- fold: 1) To honor and respect those good intentions while providing a vehicle and practical application to use language that is more student centric and asset-based and 2) to show how deficit-based language can place blame and creates a faulty narrative. Finally, this section provides a working definition for each word or phrase to establish a common knowledge base among readers and users.

Achievement gap →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
n/a	Achievement gap	Opportunity gap	Systemic gaps/equity gaps	

Achievement gap: The academic achievement gap describes the gap in achievement that often exists between students navigating poverty and/or student of color and their peers. Use of this term places blame for achievement levels on students, families or communities rather than on the institutions.

Opportunity gap: This term refers to the lack of opportunities that many groups face in a quest for educational attainment or access. Use of this phrase indicates a shift of attention from the current emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.

Systemic gap: The gap that exists between systems and the needs of all students, examples include the gap between current assessments and culturally responsive assessments; the gap between current curricula and culturally relevant curricula, etc.

Rationale: The achievement and opportunity gap narrative is limiting and deficit-based. It is commonly understood that the achievement gap does not indicate a gap between Latinos and Native Americans or African Americans and Vietnamese-Americans, for example, but rather between anyone else and white students. Using white student achievement as a yardstick by which "success" is defined further perpetuates the myth that students or their families are the root cause of any gaps. This unintentionally sets up a dichotomy where white is reflected as superior.

At-risk →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
Failing students	At-risk	At-promise	Historically underserved/full of promise	

At-risk: This terminology refers to students who do not show progress instructionally, who do not show progress towards graduation, or who have factors associated with poverty. This term is negative in nature because it fails to recognize the assets and contributions that students characterized in this fashion bring. It

also blames the student rather than reflecting on the effectiveness of the systems and processes designed to help the student.
At-promise: Some schools have chosen this language. The phrase however still places the onus entirely on the student
Historically underserved: In this context, this refers to students whom the system has not yet found a way to engage or address instructionally or systemically.

Rationale: We know that having high expectations for students is one of the best instructional practices. Having expectations that a student will fail or is at-risk of failing affects the way educators interact with the student. For example, schools label students "at-risk" when they are not progressing according to standardized assessments. The problem with this pattern is that "at-risk" labeled students historically are students of color and students navigating poverty, which means that this pattern is inherently biased. When, instead, schools and educators should be analyzing and changing the instruction. The first step on this path is creating an accurate, empowering narrative, which means placing the onus on the system and not the student or family.

Barriers →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
n/a	Do not associate assets/strengths with barriers, e.g. race, language	Identify barriers accurately like access to safe housing; college affordability	Identify assets when identifying barriers	

Barrier: Barriers in this context can refer to actions, ideas, structures, or materials that prevent students from accessing educational outcomes. Examples are: high cost to participate in sports or extra-curriculars; one set of cultural norms is prioritized over another; transportation; access to adequate health care
Asset: Assets in this context can refer to languages, family values, skill sets, workforce knowledge and more.

Rationale: We live in a world where certain groups of people have greater access to things like safe housing, college, thriving school districts, adequate health care, reliable transportation and more. When we discuss these barriers, we often attribute peoples' race, income level, and language in the same breath. For example, policy makers often assert that not knowing English is a barrier to being successful in schools. This is problematic because language is congruent with culture and is an asset that should be recognized, leveraged and supported. This deficit-based narrative does three things. 1) It says that a student's culture is a barrier. 2) It centers the English language as the goal as opposed to bi-literacy/multi-literacy. 3) It frequently leads to equating speaking Spanish with poverty, because it (the barrier) is almost always refers to Spanish and is almost always in a list of other barriers with income being one of them. That, in turn, creates a negative connotation for families. The solution is to identify true systemic barriers while also amplifying the assets of students and families.

Children in poverty →				
Very deficit-based/ obsolete	Still deficit-based1	Step in the right direction	Promising choice	Future
Welfare children	Low-income or FRL or low SES children	Children who live in poverty	Children navigating poverty	

Welfare children: This refers to students whose families receive federal and state assistance like the Supplemental Nutrition Assistance Program. It is most often used to negatively characterize children or their families as lazy or willing to accept a "hand out" without a willingness to work hard.
Low-income/FRL/low SES children: This primarily refers to children who receive a free or reduced meal program in schools.
Children who live in poverty: Poverty is federally defined based on family size.
Children navigating poverty: This terminology refers to children who face economic struggle and often have a story of resourcefulness and drive.

Rationale. In general, when we see a problem, we want to step up and solve it. There is a tendency to focus on gaps and to find ways to fill them. However, being problem/solution-based can leave out valuable information about a child's character, attributes and personality traits that are sources of strength. One of the most powerful ways to create inclusive environments for children who face economic struggle is to highlight their strengths and use their assets to enhance their educational experience. So saying "children in poverty" ıot in and of itself wrong; it is wrong when that is the *only* characterization used to describe or label a student. When we limit our description of students to deficit-based adjectives, we miss an important opportunity to draw on and amplify their assets.

Disadvantaged →				
Very deficit- based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
Welfare students/families	Disadvantaged	Poor/struggling students/families	Historically underserved and/or underrepresented	

Welfare families: Same as above
Disadvantaged: This terminology refers to people who do not have the same access as the middle and upper classes in terms of health care, education, income, housing, and more.
Poor/struggling students/families: This terminology also refers to people who do not have the same access as people who fall into the middle and upper class tax bracket in terms of health care, education, income, housing, and more.
Historically underserved and/or underrepresented: In general, this refers to student of color, but depending

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ıe authors of this tool recognize that some of these terms are federally required reporting terms and will eventually be creating recommendations for their use in the context of federal documents and reports.

on the context, it can refer to LGBTQ students, students navigating poverty, students with special needs or disabilities, women/girls, students from rural communities, etc.

Rationale: Deficit thinking or deficit modeling negatively impacts students and schools. The label of "disadvantaged" characterizes students, their families and their communities as abnormal or unhealthy. A system can either foster or challenge the structures that create disadvantages, but a person is not "disadvantaged" by virtue of their being. When a system does not serve or represent its students and families, it must take ownership and work to develop strategies to meet the needs of all. The first step on this path is creating an accurate, empowering narrative.

English Language Learners (ELLs) →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
n/a	LEP/ESL	English Language Learners	emerging bilinguals, simultaneous bilinguals, sequential bilinguals, and multi-linguals; Culturally and linguistically diverse	

LEP: Limited English Proficient is a federal designation that means "Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English." While we cannot control federally designated language, we can limit its use in the public sphere.
ESL: This is an abbreviation most often used to mean "English as a Second Language."
ELL: This is an abbreviation most often used to mean "English Language Learners."
Emerging bilinguals, simultaneous bilinguals, sequential bilinguals, and multi-linguals; culturally and linguistically diverse: This refers to students who are in the process of learning more than one language. This language use recognizes the value of knowing and being able to communicate in multiple languages.

Rationale: Calling a student an "ELL" centers English as the premier and most desirable language and fails to recognize the value that speaking multiple languages brings to a community, a school and to our global economy. Rather, we should seek to honor the assets an emerging bilingual learner brings to the system. A student who speaks Russian or Vietnamese brings to school more than just a language – they bring family cultural values and knowledge that are to be nurtured and validated. When we label students as "English" learners, we de-emphasize/de-center their home language and values. We can achieve the goals of learning a new language and honoring their culture with terms like emerging bilingual students.

Highly Truant →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
n/a	Highly truant	Chronic non-attenders/ absenteeism	Students experiencing chronic absenteeism	

'ghly truant: Oregon law requires all children between the ages of 7 and 18 who have not received a high school diploma to maintain regular attendance at a public school full-time, with some exceptions such as private school students. The Oregon Administrative Rules define regular attendance as "attendance, which does not include more than eight unexcused one-half day absences, or the equivalent thereof, in any four-week period in which the school is in session." OAR 581-021-0077 (1)(e). Despite the official definitions of attendance law, characterizing students as "highly truant" constricts them to this defining characteristic when there may be many systemic or cultural reasons a student is not attending.

Chronic non-attenders/Chronic absenteeism: Chronic absenteeism is not the same as truancy or average daily attendance – the attendance rate schools use for state report cards and federal accountability. Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.

Student experiencing absenteeism: Students who are missing 10 percent of a school year for any reason

Rationale: Calling students highly truant is damaging and labels students from a deficit paradigm. Placing responsibility on the educational system to engage students and families requires an understanding of the barriers that contribute to absenteeism and places responsibility on the educational systems, partners, and the larger community to support the elimination of such barriers. Further this terminology refers to the experience of children who face adversity and often have a story of resourcefulness and drive. The use of the word "experiencing" conveys a temporary nature to underscore that the student isn't destined to be struggling his/her whole life simply because at one point he/she was. This creates hope that the student will have the opportunities afforded to them to break the cycle of struggle. It also implies that the student isn't ' fined by his/her attendance.

Low Performing Schools →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
Failing/low performing	At - risk	Priority/Focus/ Model	Opportunity for growth	

Failing/Low Performing: The federal No Child Left Behind Act of 2001 offers a single, explicit definition of a failing school: one that fails to make adequate yearly progress, as measured by standardized tests chosen by the state, for two or more years in a row. The recent "safe harbor" provision exempts schools that reduce the percentage of a failing subgroup (deficit language) by 10%.

At-risk: Schools that are on track to not make adequate yearly progress for two or more years in a row.

Priority/Focus: Priority, Focus, and Model schools are all Title I schools identified under Oregon's Next Generation of Accountability model, also known as the Elementary and Secondary Education Act (ESEA Flexibility) waiver plan, as either needing additional support or recognized as being highly successful. Priority schools are those which were ranked at approximately the bottom 5% of Title I schools in the state based on Oregon's new rating formula. These schools generally have very low achievement and growth and need additional supports and interventions to turn things around. Schools receiving ESEA School Improvement Grants (SIG Schools) are also designated as Priority Schools. Focus schools are schools, ich were ranked at approximately 15% of Title I schools and need additional support in closing the ıederal designated gaps and addressing achievement for historically underserved groups. Model schools are

schools which are rated at approximately the top 5% of Title I schools in the state based on the new rating formula.
Opportunity for growth: Schools who are struggling to make progress on the state determined metrics, but are also showing growth in other metrics and showing implementation of interventions.

Rationale: It is important to focus on schools that struggle to engage and create an environment that fosters student success. However, language matters. When characterizing schools as failing, we miss a critical opportunity to surround students and schools in language that asserts potential for success instead of potential for failure. Further, when describing success it is important to consider that it may look different for each student and that and should be framed in a culturally responsive context. Students cannot thrive when their leaders are characterizing their community in the rhetoric of failure and risk.

Minorities →				
Very deficit-based/ obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
Coloreds	Minorities/ racial and ethnic minorities	Students of color	Students/communities of color; culturally and linguistically diverse students; tribally/culturally specific terminology	

Colored: Racist terminology used to describe a non-white person.
Minorities/ Racial and ethnic minorities: Terminology used to describe people for are not white/Caucasian.
Students/Communities of color; culturally and linguistically diverse students; tribally/culturally specific terminology: Students of color come from identity-based communities who hold a primary racial identity that describes shared racial characteristics among community members. The term aims to define a characteristic of the community that its members share (such as being African American) that supports self-definition by community members, and that typically denotes a shared history and current/historic experiences of racism.

With regard to specific terminology, place matters and dictates how groups identify or see themselves. For example, at present, in Multnomah County, the Coalition of Communities of Color defines communities of color to include Native Americans, Latinos, Asian and Pacific Islanders (further disaggregated according to local preferences), African Americans, African Immigrants and Refugees, Middle Eastern, and Slavic communities; another Oregon example is that the Confederated Tribes of Grand Ronde has five bands (Umpqua, Mollala, Rogue River, Kalapuya, Shasta) and some people chose to identify as such.

Rationale. The term "minority" creates a narrative that is pejorative and lesser in stature and it centers whiteness. Further, people of color are often the majority on a global level and are becoming increasingly so in Oregon. Definitions of communities are not static, are social constructed and change with time. They are also not necessarily bound by geography. Being cognizant of the larger constructs of race, ethnicity and identity is crucial because it allows for the complexity of communities.

Subgroups →				
Very deficit-based/obsolete	Still deficit-based	Step in the right direction	Promising choice	Future
n/a	subgroups	Groups	Students/communities of color; culturally and linguistically diverse students; tribally/culturally specific terminology	

Subgroups. Federally designated groups that include economically disadvantaged students (federal deficit language), students with disabilities, English-language learners (federal deficit language), African-American students, Asian-American students, Caucasian students, Hispanic students, and Native American students **Groups**. Same groups as above only we would use the following: students navigating poverty, students with special needs and disabilities, emerging bilingual students; African-American students, Asian-American students, Caucasian students, Latino students, and Native American/Alaska Native students

Rationale:
There is nothing lost when we use the term "groups" yet when we use the term "sub-group" everyone knows that it means groups who aren't white which does two things: 1) centers whiteness and 2) connotatively implies that non-white groups are not as worthy, lower in rank, less important.

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Corvallis
SCHOOL DISTRICT

Our Journey to Equitable Special Education Practices

Chinese
Mandarin
Arabic
Korean
Spanish
German
Vietnamese
English

One does not understand structures or systems by looking at intent. Instead, we have to examine what they actually do—how they operate and what the outcomes are. Certainly a system or structure could be established for the purpose of excluding or discriminating. However, most structures produce racialized outcomes without intent.

- john powell



Traditional systems



It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than a new system. For the initiator has the enmity of all who would profit by the preservation of the old institution and merely lukewarm defenders in those who gain by the new ones.”

Niccolò Machiavelli


Breaking down silos

Our Journey



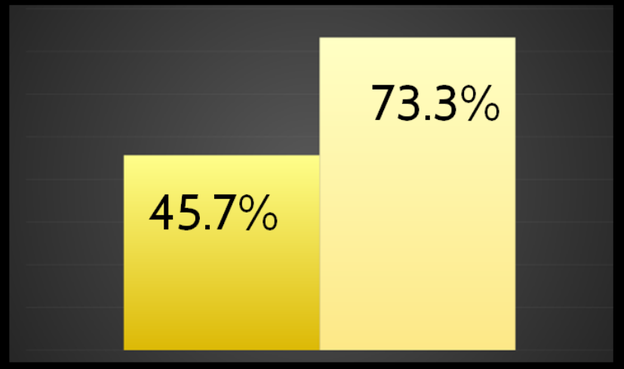
Building Capacity



Photo Credit:
Corvallis Gazette Times

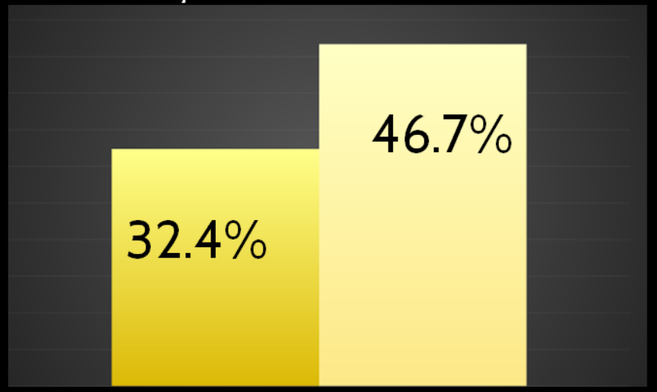
Students Navigating Poverty

Grad rate improvements from 2012 to 2015



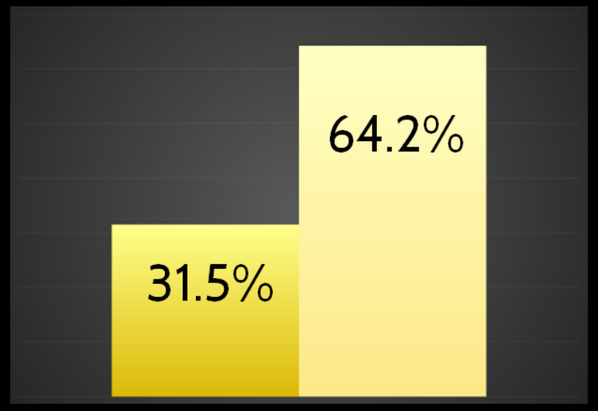
Emerging Multilingual Students

Grad rate improvements from 2012 to 2015



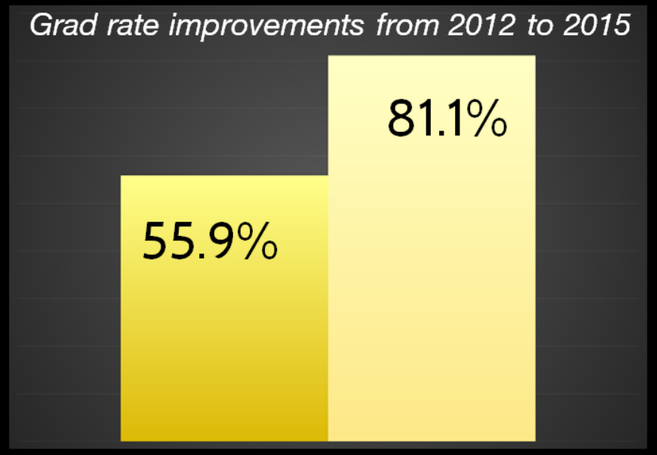
Students with Disabilities

Grad rate improvements from 2012 to 2015



Hispanic Students

Grad rate improvements from 2012 to 2015



Language matters



Looking ahead…





Corvallis
SCHOOL DISTRICT

VI. OREGON DEPARTMENT OF EDUCATION TEMPORARY RULE REGARDING INSTRUCTIONAL HOURS REQUIREMENT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: January 23, 2017

Oregon Department of Education Temporary Rule Regarding Instructional Hours Requirement

ACTION REQUESTED

Background

The rules governing required instructional time are set forth in OAR 581-022-1620 – Required Instructional Time and OAR 581-022-0102(30) – Definition of Instructional Time, which require districts to provide a minimum number of instructional hours and ensure that a certain percentage of students are scheduled to receive the minimum hours. Districts are not allowed to count inclement weather time in calculations for instructional time.

On January 26, 2017, the Oregon State Board of Education will consider implementing a temporary rule regarding instructional time, due to weather-related school closures that districts around Oregon have faced so far this school year. Were the State Board to implement the proposed temporary rule, districts faced with extreme situations could request that up to 14 hours of emergency school closure time be counted as part of the total instructional time for 2016-17.

Board Policy IC/ICA – School Year/School Calendar authorizes the superintendent to make changes to the school year calendar in the event of inclement weather or emergency situations; however, the temporary rule that the State Board of Education will consider at its January 26, 2017 meeting requires action by local school boards.

ACTION REQUESTED:

Decide whether or not the Corvallis School District will take advantage of the inclement weather exception, if it were to be authorized by the Oregon Department of Education.

MOTION REQUESTED:

"I move that the Corvallis School District *[request/not request]* permission to include in its calculation of 2016-17 instructional time up to 14 hours for emergency school closures."

Corvallis
SCHOOL DISTRICT

VII. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Corvallis
SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829 a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705
Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

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Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
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