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
Thursday, January 7, 2021 6:30 PM	Regular	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

Thursday, January 7, 2021
6:30 PM

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

Meeting Details: Thursday, January 7, 2021, 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 (6:30 p.m.)*

II. PLEDGE OF ALLEGIANCE

III. PROMISE SCHOLARSHIP WORK SESSION

Corvallis
SCHOOL DISTRICT

Facilitated by: Kristin Miles, OSBA
Marcianne Rivero Koetje, Equity Coordinator

Meeting Date: January 7, 2021

Promise Scholarship Project Work Session #5

Work Session Topics

1. Welcome, debrief events/thoughts since last session
2. Why is race important? Why do we talk about it?
3. Racial equity policy packet* and text protocol - ProMISE protocol
4. Next steps

*Sample racial equity policies from around Oregon were provided to board members prior to January 7, 2021 meeting for review in preparation for this work session.

POLICY

BALTIMORE CITY
BOARD OF SCHOOL COMMISSIONERS

EQUITY

I. Purpose

Baltimore City Public Schools acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. The district must take responsibility and action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through this policy, City Schools owns its role in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. The district recognizes that these disparities contradict the beliefs and values we articulate about what students can achieve and the role of adults in ensuring conditions for success.

Rather than, continuing to perpetuate and contribute to institutional racism, Baltimore City Schools must move to disrupt and dismantle it in every area of our work. Our Board, district administrators, and school-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. We will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

II. Definitions

A. *Educational equity*- every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

B. *Equity lens*- any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

C. *Racial equity*- the result achieved when you can't predict advantage or disadvantage by race.

III. Policy Standards

To build a generation of young people with the skills, knowledge, and understanding to succeed in college, careers, and community, every City Schools employee takes an active role and accountability for the standards set forth in this policy.

A. Disrupting and Eliminating Systemic Inequities

1. Provide learning experiences for staff to build personal, professional, and organizational capacity on understanding the impact of race on educational equity and inequity. Staff will:
    a. Explore an understanding of their own racial identity.
    b. Explore an understanding of the root causes and structural impact of oppression.
        i. Address the impact on historically oppressed and historically advantaged learners.
        ii. Address the causes of distrust/mistrust in marginalized communities.
        iii. Decenter dominant narratives that problematize students of color.
    c. Explore an understanding of their role in perpetuating or interrupting systemic inequities.

2. Staff use a shared volume of research and vocabulary that strengthens and grounds diverse perspectives.

3. Staff develop capacity to analyze and eliminate policies and practices employed by the district that result in the predictability of systemic inequities: use of assessments, lower academic achievement for students of color; over-identification and representation of students of color in special education; under-identification and representation of students of color in advanced academics; disproportionality in suspension.

4. A communication plan outlines required strategies to engage students, parents, and families as partners in the full educational process (policy development, curriculum selection, etc.)

5. The district prioritizes the allocation of resources (curriculum, facilities, staffing, support services, technology, transportation, etc.) in a manner that ensures historically underserved students and schools get what they need to participate in a world class education.

B. Honoring Culture, Experiences, & Humanity of Students, Families & Community

1. Students receive holistic instruction and opportunities to apply learning that is tailored to the assets of their racial, geographic, and socioeconomic existence/realities.

2. Curriculum and materials must honor the experience, culture and humanity of students absent the traditionally taught dominant framing and narrative.

3. School staff understand the history of the community in which they teach and ensure the school environments are engaging and responsive to the needs of students of color.

4. The district's communication strategy facilitates interactions where students and families feel welcomed, empowered, and treated as authentic thought partners in the educational process.

5. The social and emotional learning needs of students and families guide the selection, implementation, and monitoring of solutions to create safe, inclusive school climates to include, but not limited to Restorative Practices, Trauma Informed Care, De-escalation strategies, etc.

C. Ensuring Access & Representation in Academic Programming

1. The district ensures equitable access to curricular materials, practices, instruction, and assessment that is and culturally relevant for students of color.

2. Specialized programming and support models will create opportunities for historically oppressed learners to thrive in academic programs.

3. Admissions criteria allow for an increase in underrepresented students in advanced academics and schools/programs with selective entrance criteria.

4. Partner organizations are required to develop application processes, scoring, and admissions criteria that reflects the racial demographics of the student population.

5. Budgeting, scheduling, and staffing structures reflect a robust academic experience for students, to include but not limited to: science, social studies, health, art, physical education, extra-curricular activities, etc.

6. Cross curricular conditions for learning allow for collaborative planning, professional learning for teachers, evaluation designed to provide growth opportunities, and access to all curricula.

D. Building Staff Capacity for Equity-based Teaching and Leading

1. School and district staff utilize a set of questions for decision-making that ensures ways of thinking and problem solving through an equity lens.

2. School and district leaders utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for schools and offices.

3. School and district staff at all levels raise issues of inequity and offer solutions to remedy.

4. Purchasing/procurement practices provide access and economic opportunities within communities represented by students of color.

5. The district recruits, hires, develops, and retains racially conscious and linguistically diverse teachers, administrators, and staff whose culture and experiences are reflective of the student population.

6. The district forms and nurtures partnerships with external stakeholders that have a demonstrated commitment to supporting racial educational equity.

7. The district communicates disaggregated systemwide data in a transparent and accessible manner, to all stakeholders and offers a plan to mitigate and address inequities.

IV. Implementation Strategies

A. The CEO is responsible for ensuring that the provisions of the Code of Maryland Regulations ("COMAR") and applicable federal and state laws are followed.

B. The CEO/designee will operationalize the policy by developing an annual plan for training and programming with a timeline to ensure full implementation.

C. The CEO/designee will develop an Evaluation Plan and Accountability Standards for measuring success, progress monitoring, and ongoing plan for continuous improvement.

V. Compliance

Each school and district office will develop annual equity priorities aligned with the Blueprint (strategic plan) and outlined in the Annual School Performance Plan.

An Equity Advisory Committee will be established to engage with district staff on progress towards implementation of the policy.

A report on Equity will be provided to the Board annually to ensure implementation of the policy.

VI. Legal and Policy References

A. Legal Authority

COMAR 13A.01.06

B. Policy References

C. Administrative Regulation References

Sponsoring Officer: Chief Executive Officer

Policy History: New Policy

Equity and Accountability

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment. The District values students' diverse ideas and contributions, and believes that students' identities and backgrounds should actively contribute to their successful academic outcomes and that of their peers. Diversity is a core strength of our District and requires that we work systemically to eliminate racial inequalities and inequities for all marginalized students.

I. Commitments

The Board commits to:

A. Provide system-wide direction, support, oversight, and shared accountability to advance equity and eliminate inequities in our Bellevue School District community.

B. Affirm, inspire and serve each and every student in our diverse population, especially students who have been marginalized through race or other means, and students who face significant barriers.

C. Create opportunities and remove barriers to identify and nurture strengths in each and every student and to ensure our community can in turn be strengthened by each and every student.

D. Provide ongoing Board development and learning opportunities about inequities and biases that impact students, staff, and families in our community, and about effective strategies for addressing them.

E. Address inequities and biases that create feelings of fear, lack of belonging, and academic and psychological barriers for students, all of which can contribute to reduced academic participation and performance.

F. Work with the District to develop, maintain, and apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District policies and any Board approvals of District plans, budgets, and curriculum materials.

G. Ensure our policies directly address racism and occurrences of racial tension in ways that both provide positive guidelines and expectations, and that direct development of robust reporting and investigation processes.

H. Review and update policies regularly to ensure they proactively advance an equitable and exceptional education for all students. The Board shall conduct an initial prioritized review of its policies within five years of the implementation of this policy and should conduct subsequent prioritized reviews every five to seven years thereafter. The Board shall work with staff to create and maintain a procedure to guide this process.

This policy establishes that our District shall:

A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.

B. Ensure that all students have equitable access to and provision of resources based on their unique needs, including but not limited to, English language learning, advanced learning, free and reduced-price lunches, special education, and homelessness supports.

C. Ensure that all students have equitable access to all District programs including but not limited to all District choice schools, college and career readiness and counseling, sports and activities, and Advanced Placement and International Baccalaureate coursework.

D. Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

E. Ensure disciplinary actions are undertaken without bias and/or disproportionality.

F. Work with the employee groups and staff to ensure that, at least once every three years, and within the first year for all newly hired staff, every staff member participates in professional development that addresses implicit bias, anti-discrimination, cultural responsiveness, and inclusion. For those staff who work directly with the instruction of students and for those who support such staff, the professional development will include training on culturally responsive instruction and inclusive practices. The Superintendent will ensure professional development in these instructional practices is ongoing and will provide job-embedded opportunities for collaborative learning and application of these practices with respect to other instructional priorities.

G. Implement hiring processes that proactively support the District's commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.

H. Apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District procedures, the selection of curriculum materials, and the construction of District-wide and program-specific plans and budgets.

I. Develop reporting, investigation, communication and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions. Ensure these processes

1. Identify expected behaviors and behaviors we cannot accept.

2. Provide clear responsibilities for staff who observe such behaviors, including any required reporting or other actions.

3. Include guidelines for how staff and volunteers should address racial and other discriminatory tensions that arise in classrooms, hallways, playgrounds, buses, and any other school environments.

4. Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.

5. Include clear expectations for follow-up with all relevant parties (including those the actions impact, those reporting, and those alleged to be enacting unwelcome behaviors).

J. Foster strong partnerships with diverse groups of parents and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.

The Superintendent or designee shall create and maintain procedures, associated with this policy and other relevant policies (cross-referenced in the procedure associated with this policy) as appropriate, to guide how each of the above District commitments will be implemented. The procedure associated with this policy should document and maintain clear measures of success related to each District commitment.

II. Context and Need for Equity and Accountability Policy

Equity is rooted in the values of our District and we must intentionally and continually work to achieve it. We can only serve each and every student if we live our District values, including showing respect and compassion for each other. Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole.

We acknowledge the inequities that many of our students face and that we are challenged to address. District data confirm what broader research shows: many factors impact a student's performance, including but not limited to race, income level, disability, gender, country of origin, mobility, and English proficiency. While these factors may be related to one another, each can independently impact students; and students who experience multiple factors can experience greater barriers.

We recognize that students face inequities that are associated with aspects of their identities and their contexts, including race, ethnicity, culture, disability and learning differences, gender, gender identity, gender expression, sexual orientation, religion, national origin, and when they are acquiring English, or are experiencing homelessness or low-income. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in our District to enable them all to thrive.

A. Racial Equity

We are working to ensure that all students, regardless of race, experience a supportive and barrier free learning environment. The District acknowledges the historic existence of institutionalized racism which has systematically limited the educational and societal advancement of people of color, including Black, Hispanic/LatinX, Native American, Asian, and Pacific Islander. The specific barriers of students and families of color exist within a larger, racial context. Historic and contemporary BSD data measuring student

achievement, performance, and well-being demonstrate an obvious and predictable gap in outcomes, opportunities, and sense of belonging for students of color, most notably Black/African American and Hispanic/LatinX students, and also Native American, Pacific Islander, and Southeast Asian students.

District and other data sources show that there are many ways that students of color experience school differently. In particular, students of color experience forms of racism and unconscious bias that impact all aspects of their educational experience and that impede and limit how successful students of color can be. Additionally, when students are marginalized from participating fully with peers, *all* students lose valuable contributions to their learning. This policy aims to pro-actively promote a culture that supports students of all races and backgrounds, and to address both institutional practices and the behaviors of any individuals in the system that perpetuate any sort of biased actions or ambivalence that allows biased actions to inhibit students of color from accessing the opportunities of our District.

B. Inclusion and Full Engagement

We are working to achieve inclusion in our schools such that all students and families have safe and equitable access, feel a deep sense of belonging, and experience a welcoming classroom and school community where instruction is strengths-based, aligned to or exceeds grade-level and subject standards, and to the maximum extent possible, takes place with all grade-level or subject peers. While this goal extends to all our students, it is especially relevant for students with disabilities and students acquiring English.

The District recognizes that students with disabilities can be marginalized and often separated from their peer community. We also recognize that these students face additional barriers when they come from other marginalized groups, particularly students of color. The District is committed to addressing inequities and biases towards students and families whose voice or access has been marginalized in conjunction with their disabilities, and the District is committed to minimizing situations that separate students from their peers and peer learning environments.

C. Approach to Address Inequities

District efforts to bridge inequities will include a combination of programmatic, cultural and systemic efforts. We recognize that each group faces different barriers, challenges and needs, and that the experiences of different groups of students cannot all be addressed in the same ways. While the District may focus particular efforts to address specific inequities, the District will implement such efforts in a way that allows them to serve any students who need such supports.

III. Accountability

To ensure that we are truly serving each and every student, especially those who have been marginalized and those who experience barriers, we will monitor our effectiveness, report, analyze, and adjust our related practices in the following contexts:

- Regular reporting and program planning
- Annual report, including follow up plans, on equity and accountability
- Consistent application of the Critical Criteria

A. Annual Equity & Accountability Reporting & Recommendations

The Superintendent or designee, in consultation with the Board, will monitor and report, at least once annually, on the progress of the specific commitments identified in the Commitments section of this policy and on the District's overall progress in removing barriers and effectively serving each and every student. This equity and accountability focused report will identify where success was reached both in terms of the commitments established in this policy and the related outcomes. Specifically, this equity and accountability report will include, though is not limited to, the following:

1. Evaluation of each commitment listed in the commitments section of this policy.

2. Evaluation, with particular attention to those groups of students who have been marginalized and who experience barriers, of multiple relevant measures including, but not limited to:

    - Graduation rates
    - Discipline referrals
    - Referrals for special education services
    - Student sense of belonging
    - College entrance exam [e.g., ACT/SAT] performance
    - State test passing rate
    - D and F rates in secondary core content areas
    - Post-secondary plans

    The District should consider other relevant, research, and data-supported measures (qualitative or quantitative) that may be closer to classroom teaching and learning, and should include those as they are identified.

3. Information about, and recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students.

4. Any recommendations, if applicable, about relevant changes to District policies, procedures, plans and programs.

5. Updated measures of success for the commitments and initiatives related to this policy.

6. A timeline for any follow-up actions and modifications

This reporting will be in addition to any separate program, school, or departmental reports that may also examine overlapping data sets.

The Superintendent or designee, in consultation with the Board, will create and maintain a procedure to identify relevant measures, associated success metrics, and an appropriate monitoring and reviewing schedule. [should also be consistent with Policy 0300]. The associated procedure should be updated as needed each year within three months of the final equity and accountability report.

B. Regular Ongoing Equity & Accountability Reporting

In all reports to the Board and in all District direction-setting reports, outcomes for students who have been marginalized or who experience barriers should be monitored and considered.

Within the context of its strategic and annual planning process, the District will identify and monitor select key milestones for student growth and achievement. Such milestones should hold equitably high expectations for all students and should appropriately account for the personal growth and learning goals of each and every student.

The Superintendent or designee, in collaboration with the Board, will develop reporting procedures [including procedure 0300P] that ensure progress monitoring for outcomes for marginalized groups.

C. Critical Criteria Documentation

Application of the Critical Criteria must be documented for each of the following:

1. Policies brought to the Board for first reading.
2. All District plans, budgets and curriculum materials presented to the Board for approval.
3. Changes to District procedures, school handbooks, program and departmental plans, and any other relevant direction-setting documents.

The Superintendent or designee, in collaboration with the Board, will develop and maintain tools to support, and a process to monitor, use of the Critical Criteria, and will document these in an accompanying procedure.

Cross References:	Policy 3205	Prohibition of Sexual Harassment

	Policy 3210	Nondiscrimination
Legal References:	WA Administrative Code Chapter 392-190	Equal educational opportunity-Unlawful Discrimination Prohibited
	Title 28A.640 RCW	Sexual Equality
	Title 28A.642 RCW	Discrimination Prohibition

Adoption Date: 06.11.19
Bellevue School District
Revised:

Policy Type: Executive Limitations

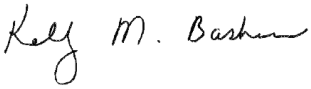
RACE AND EQUITY **EL-10**

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to reporting, processing and tracking incidents of bias that are typical for similar and highly effective organizations.

2. The superintendent shall not fail to:
    a. Recruit, employ, support, retain and continuously develop a workforce of culturally-responsive staff;
    b. Increase workforce diversity reflective of our students;
    c. Seek out and incorporate student voice in order to develop and maintain a safe and inclusive environment for each and every student;
    d. Engage families and community partners in culturally-appropriate ways to ensure multiple cultural perspectives are elevated and valued;
    e. Provide an environment that supports the creation and implementation of culturally-responsive instructional practices and curriculum;
    f. Provide professional development, training and engagement opportunities to inform and practice cultural competence and increase awareness of personal bias and inequities in leading, teaching, counseling, advising and coaching practices; and
    g. Recognize and value the funds of knowledge that students and families bring to each classroom, school and our system as a whole.

Approved by: *School Board*
Regular Board Policy Review Frequency: *Annually*
Monitoring of Superintendent Frequency: *Annually*
Approved: 8/14/19

Superintendent/Board Signatures:	
 Greg Baker, Superintendent	 Camille Diaz Hackler, Director
 Kelly M. Bashaw, Director	 Quenby M. Peterson, Director
 Douglas Benjamin, Director	 Jennifer I. Mason, Director

Corvallis School District 509J

Code: **JBB**
Adopted: 9/12/16

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. "Achieving equity" means students' identities will not predict or predetermine their success in school.

Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes.

To achieve educational equity, the district commits to:

1. Systematically using districtwide and individual school level data, disaggregated by race, ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility[1] to inform district decision making.

2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation[2], and national origin in discipline, special education, and in various advanced learning.

4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student, the district shall make every effort to:

1. Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.

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[1]These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

[2]"Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

2. Review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed with educational equity as a priority.

3. Actively work toward a teacher and administrator workforce that reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain a workforce that includes racial, sex, and linguistic diversity, as well as culturally responsive administrative, instructional, and support personnel.

4. Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility.

5. Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

6. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, and their community.

7. Include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families, and community members who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.

8. Provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievement for each student.

9. Provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.

END OF POLICY

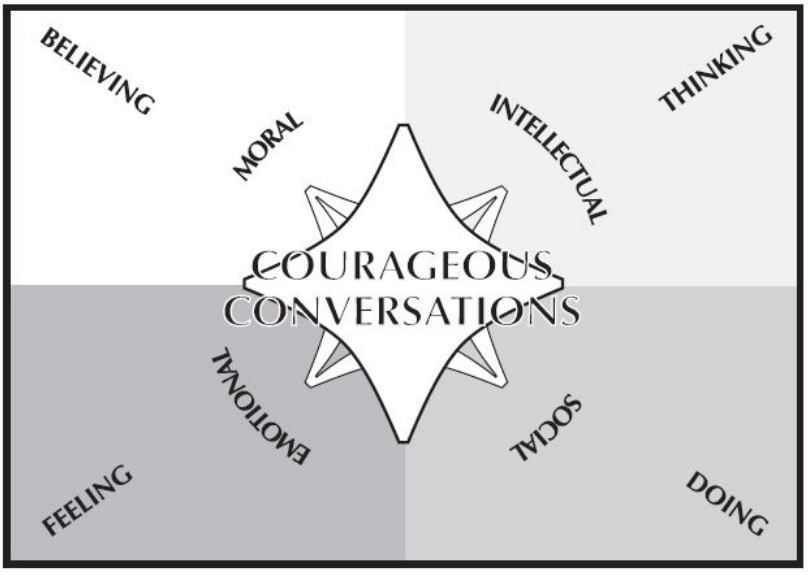
Legal Reference(s):

ORS 174.100(7)
ORS 332.075
ORS 332.107
ORS 342.437 to -342.449

All -

Prior to our MSP session on January 7, we are asking each of you to do some pre-work. Please refer to the following instructions. We look forward to a rich discussion and your preparation ahead of the meeting will ensure that.

1. Please review the attached packet of racial equity policies from districts around Oregon. As you read them, do the following (adapted from the ProMISE Protocol):
    a. Highlight sections of the policies that correspond to the four Courageous Conversations compass points (included at the end). You do not need to find all four in each policy. The text you select should lend itself to reflection and interpretation. You may want to color code your selections.
    b. Keep in mind the Corvallis equity lens questions as you read the policies and determine what resonates with you:
        i. How does this align with the district mission/vision?
        ii. Who does this decision affect positively?
        iii. Who does this decision affect negatively?
        iv. How might this decision ignore or worsen existing disparities?
        v. What are the unintended consequences of this decision?
        vi. How will those being affected by the decision be included in the process?
        vii. What other possibilities were explored?
        viii. How will this decision/outcome be sustainable?
2. Be prepared to discuss the following:
    a. The sections you chose as aligning with the four compass points (everyone should be prepared to share at least one per compass point)
    b. The conditions that need to be in place in order for the policy development process to be successful



Lebanon Community School District

Code: **JBB**
Adopted: 07/17/18

Educational Equity

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups[1] increase in capacity and power; and where barriers to student success have been mitigated or eliminated.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating a successful path to graduation for each student.

Educational equity furthers the real possibility of equality of educational results for diverse groups of students and students of color. Equity strategies are intentional, individually based, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility[2] to inform district decision making.

2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating the predictability and disparity in all aspects of education and its administration; including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation[3] and national origin in discipline, special education, and in various advanced learning.

4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student:

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[1] Refers to students who are underrepresented racial minorities, low-income, and/or have low academic achievement.

[2] These are data categories collected by the Oregon Department of Education.

[3] "Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) as an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.

3. The district shall actively work toward a balanced teacher, classified staff, and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce within each building that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.

4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps, addressing racial inequities, and other disparities in achievement.

5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.

6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.

7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.

8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, race, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7) ORS 332.075 ORS 332.107 ORS 342.437 to 342.449

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

Corvallis
SCHOOL DISTRICT

IV. SHORT BREAK

V. CONSOLIDATED ACTION (8:20 p.m.)*

V.A. Bond Action Items

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: January 7, 2021

Contract Award
Corvallis High School Solar II

Action Required

Background

On November 12, 13, and16, 2020 an advertisement was published in the Oregon Daily Journal of Commerce, the Corvallis Gazette Times and on the Corvallis School District website requesting proposals for the CHS Solar Energy II project. A non-mandatory pre-proposal site tour was held on November 24, 2020 at Corvallis High School and five contractors attended. Proposals were due on December 8, 2020 and six contractors submitted proposals.

A committee evaluated the proposals received based on criteria that was outlined in the RFP and determined that BE Solar (a division of Benton Electric) would be the best suited contractor to perform the work. As part of their proposal, BE Solar provided a price of $251,000 for the construction portion of work. The district has secured a loan from the Oregon Clean Power Cooperative in the amount of $120,000 and will work with Energy Trust of Oregon to secure any available incentives. This project will support the district's obligation to invest 1.5% of applicable bond funds toward renewable energy systems.

Presently, Corvallis High School has 170 kW of generating capacity. This project will add an additional 150 kW for a total of 320 kW.

ACTION REQUESTED

Authorize staff to execute a contract with BE Solar for the Corvallis High School Solar II project in the amount of $251,000.

MOTION REQUESTED

"I move to authorize staff to execute a contract with BE Solar for the Corvallis High School Solar II project in the amount of $251,000."

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: January 7, 2021

Contract Award — Action Required
Lincoln & Husky New Playground Equipment

Background

Through a collaborative engagement process led by Dr. Melanie Quaempts, input was gathered from students and staff to identify elements of interest for the new playgrounds. Using this input, and working with the landscape designer, Cameron McCarthy, and Northwest Playground Equipment, designs were developed and priced for the new playground equipment and rubber tile systems at Lincoln and Husky Elementary Schools. Each playground will support about 225 students, or about half of the school populations.

In the initial pricing for these projects, at district direction, Fortis Construction included an allowance of $200,000 for each site for this scope of work. During the design process, bond leadership and school administrators determined that additional funding should be allocated to support the final designs. The additional costs will be paid with contingency. To maximize value for these transactions, the district will be purchasing this equipment direct and working with Fortis Construction to coordinate the installations. The selected vendor, Northwest Playground Equipment, used pricing approved through KCDA to provide the quotes directly to the District.

ACTION REQUESTED

Authorize staff to execute a contract with Northwest Playground Equipment for the new Lincoln playground in the amount of $340,827.

Authorize staff to execute a contract with Northwest Playground Equipment for the new Husky playground in the amount of $329,189.

MOTION REQUESTED

"I move to authorize staff to execute a contract with Northwest Playground Equipment for the new Lincoln and Husky playgrounds in the amount of $670,016".

Corvallis
SCHOOL DISTRICT

VI. CONSOLIDATED INFORMATION

VII. BOARD MEMBER COMMENTS (8:50 p.m.)*

VIII. ADJOURNMENT (9:00 p.m.)*

*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.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
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
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841