

LCSD EQUITY LENS

This Administrative Regulation is meant to serve as a reference or guide for using the Lincoln County School District's Equity Lens as a tool to ensure equity throughout the educational process.

BACKGROUND AND VISION FOR EQUITY

The development of a Lincoln County School District Equity Lens began in 2019 when the district put together its first Equity Team. Through the work of the Equity Team, which includes participation from LCSD employees (teachers, administrators and classified staff), community partners and students from each of our high schools, an Equity mission, vision, values, positioning and purpose document was created.

HOW WILL THE LCSD EQUITY LENS BE USED?

The Lincoln County School District Equity Lens will be used as a decision making tool when creating, reviewing and implementing school district policies. The Equity Lens will be implemented when decisions regarding equitable resources allocation arise, when policies about student instruction and discipline come into play and for other policy related decisions as appropriate. It will be used by all employees and by all board members just as any other policy is used in the district. An Administrative Rule will be crafted by the superintendent to guide the use of this policy.

EQUITY TEAM PURPOSE STATEMENTS

What is the Vision for Equity for the Lincoln County School District?

Through board and policy commitment, our unified vision is to welcome, accept and affirm equitable practices that break down barriers, promote access, voice, and advance ongoing opportunities for an equitable education for all.

DEFINITION OF TERMS

1. **EQUITY:** Meeting communities where they are and allocating resources and access to opportunities as needed to create the same opportunities for positive outcomes for all community members. Leveling the playing field so all can be successful.
2. **SOVEREIGNTY:** The power of a state to govern itself or another state-supreme authority or power.
3. **STAKEHOLDER GROUPS:** Any group of people who are positively or negatively impacted by a policy, project, program, initiative or organization. Can be internal to an organization or external.
4. **EQUITY LENS:** A set of questions we ask ourselves when we plan, develop, or evaluate a policy, program or decision. Using an equity lens helps an organization to identify possible impacts on institutionally underserved and marginalized individuals or groups and to potentially eliminate barriers to successful outcomes.
5. **EQUITABLE:** Fair, just and balanced.

6. **EQUITABLE (Educational) PRACTICES:** Equitable classroom practices involve creating specialized differences in curricular experiences, creating multiple options for teaching and learning, and providing different work, not more of the same work.
7. **FAULTY EDUCATIONAL SYSTEMS:** There exist many different research based lists of the faults and barriers in our current educational system that promote inequities and inequalities in education based on race, gender, religion, ethnicity, etc.
8. **PREMIER:** First in importance, leading, the best.
9. **ACTIONABLE POSITIONING:** The actions strategized by a school district that focuses on distinguishing that district from other districts.
10. **HUMAN CAPACITY:** The extent to which people can develop and strengthen their skills-mentally and physically.
11. **EXUDES PRESENCE:** Demonstrates the ability to remain completely concentrated and focused in a conversation, activity or interaction.
12. **EGALITARIAN DIGNITY:** A philosophy in which ALL people are afforded the same respect and honor.
13. **INTENTIONAL DISCOURSE:** Conversations and interactions that are held and maintained with a particular, specific and concentrated focus in mind.
14. **CULTURAL RELEVANCE:** Responsive teaching method grounded in a teacher's practice of demonstrating the skills and knowledge of cultural competence or skills at teaching in a cross-cultural or in a multicultural setting.
15. **BARRIERS:** Obstacle that prevents movement or access.

16. TRAUMA: An emotional response to a terrible event like an accident, violence or natural disaster. There may be short term shock or long term reactions such as flashbacks, headaches or nausea.
17. MARGINALIZED GROUPS: Any group of people being treated as insignificant or peripheral.
18. UNDERSERVED: Populations that do not have access to the services that the majority of groups have such as medical, educational or financial services. Examples are: elderly, minorities such as African Americans, Latinos and Native Americans/Alaskan Native, low socio economic and disabled.
19. GRAVITY: In this case, Gravity means extremely serious.
20. SOLEMNITY: A high degree of seriousness and dignity.
21. GEOGRAPHICAL IMPACT: Social impacts are generated by and are contingent upon interactions that take place in particular locations and places. What happens to us is based somewhat on where we live and our access to resources.
22. NEURO ABILITY: Abilities of a person based on their neurology and various neurological conditions.
23. TRAUMATIZATION OF PEOPLE: When individuals or groups of people feel a range of emotions in response to a terrible or shocking event. They can feel a range of emotions long after the initial event or feel a range of emotions if the events are ongoing. They leave long term effects on a person or a group's well being.

The following are 3 scenarios that may prove helpful in how one might implement the Equity Lens.

Scenario One

Yom Kippur Observance

A new employee asked to take leave and what kind it would be for observance of Yom Kippur.

Scenario Two

GLSEN Rainbow Library and Textbooks

A parent posts on Facebook soliciting honest feedback regarding a book his daughter came home with from the school library. The book titled, "Ana on the Edge," written by A.J. Sass is from the elementary school's GLSEN Rainbow Library section that provides inclusive and affirming literature around Gay, Lesbian, and Straight Education. There are three GLSEN Rainbow Libraries in the district.

After many positive and negative comments on his Facebook post, he writes to the district office requesting that this section of the library be removed from the library.

Scenario Three

Quinceanera Practice

A student-athlete requests an excused school absence to practice for her quinceañera. Without an excused absence, the student wouldn't be able to compete in the athletic contest after school, hence the request.

See Worksheet Template attached.

The following references to state law provide the background and legal standing for the school district to implement an Equity Lens as part of its Equity Policy.

References:

1. Multnomah County Oregon “5 Ps Equity Lens Development Tool (2022).
2. Parkrose School District Equity Lens Policy AAA (2017).
3. LCSD Policy AC “Non Discrimintaion”.
4. LCSD Policy ACA “Americans with Disabilities Act”.
5. LCSD Policy ACB “Every Student Belongs” along with ACB ARs (1) and (2) “Bias Incident Complaint Process Forms”.
6. LCSD Policy JB “Equal Education Opportunities”.
7. LCSD Policy JBB “Educational Equity”.
8. LCSD Policy JBAA “Section 504”.
9. ORS 659.850 and ORS 659.852.
10. OAR 581-022-0005, OAR 581-022-2312, and OAR 581-022-2370.
11. House Bill 2697 (2021).
12. House Bill 3041 (2021).