

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, August 31, 2021
Eugene, Oregon 97402	Special Meeting : 4:00 PM

Please email supt-office@lesd.k12.or.us for a passcode to connect to the meeting.

**LANE ESD BOARD MEETING
AGENDA**

Tuesday, August 31, 2021

1. Call Regular Meeting To Order

This meeting is a work session of the board and public comment will not be read. The next opportunity for public comment is at the Board of Director's regular meeting scheduled for September 14, 2021. To submit comment, please email supt-office@lesd.k12.or.us

Board Chair

2. Welcome

Guests attending the meeting will be introduced.

Board Chair

3. Strategic Planning

Nancy Golden

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4. Adjournment

- The next regular meeting is scheduled to be held Tuesday, September 14, 2021, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

North Clackamas Equity Lens

Guidance for Use



The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, gender, gender identity, sexual orientation, disability, or initial proficiencies.

Recognizing that each student has a unique identity is central to our work in education. District, school and classroom decisions, policies, and practices affect each student differently depending on the components of that student's identity. Our commitment to equity supports fostering an inclusive and barrier-free environment in which everyone will fully benefit. To that end, the North Clackamas Equity Lens was developed to assist district staff and leaders when making decisions.

The reflective questions were designed to open conversation where issues can be considered from multiple perspectives. There may not be a simple "yes" or "no" answer, and the lens is not intended to be a flow chart of responses. It is however, intended to cause individuals and groups making decisions to check assumptions, biases, and barriers in order to eliminate practices that lead to perpetuating disproportionate educational results and injustices based on the identifying characteristics of a student or group who are not members of the majority culture.

North Clackamas School District Equity Lens

When making decisions and taking action, utilize the following questions:

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?



Guidance for Use

Questions 1: Does this decision align with the District mission/ vision?

This question asks decision-makers to check for alignment with the District mission and vision.

Question 2: What systems of oppression might exist within this situation?

This question asks the decision-maker(s) to examine the norms and culture of the organization and look intentionally for systems of oppressions that may be influencing how this situation came to be, how it affects people based on components of their identity, and how those systems influence the decision-maker(s) ability/ willingness to act. Traditional dominant culture gender and sexuality roles, rank, and positional power of the decision-maker(s) are examples of systems that may be adding to the experienced oppression of individuals or for whom the organization has traditionally marginalized or excluded.

Question 3: Whom does this decision affect both positively and negatively?

This question asks decision maker to analyze which groups will be affected by the decision or action. This includes groups in the dominant culture and those who are not as well as students in the highest achieving groups and the lowest achieving groups.

Question 4: Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?

This question asks decision makers to consider the existing disparities between dominant culture and non-dominant culture groups as well as students in the highest achieving groups and the lowest achieving groups and the impact on the decision or action may have on those disparities.

Question 5: Are those being affected by the decision included in the process?

This question asks the decision maker to consider the voices of those being impacted by the decision or action, including those who traditionally are not represented in decision-making processes and those who are traditionally underserved by decisions and actions.

Question 6: What other possibilities were explored?

This question asks the decision maker to examine past decisions, actions and results as well as new ideas in order to assure “business as usual” or the perpetuation of disparities is not the intended or unintended outcome.

Question 7: Is the decision/ outcome sustainable?

This question asks the decision maker to examine the extent to which the decision and outcome can be sustainable, including examining the need for resources and ongoing support.

Questions from the Oregon Education Investment Board (OEIB) Equity Lens



- 1 Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- 2 Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- 3 How does the investment or resource allocation advance the 40/40/20 goal?
- 4 What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial?)
- 5 How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
- 6 How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- 7 How are you collecting data on race, ethnicity, and native language?
- 8 What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposal reviews, as well as its practices as a board.

CHIEF EDUCATION OFFICE

The amendments in SB 215 serve to recalibrate the role and the focus of the Chief Education Office to most effectively accelerate student outcomes from birth through college and career.

Our charge:

Leverage directing authority and coordinating capacity to lead:

- Cross-agency planning tied to critical student outcomes
- The alleviation of student barriers
- A core focus on equity within all educational settings

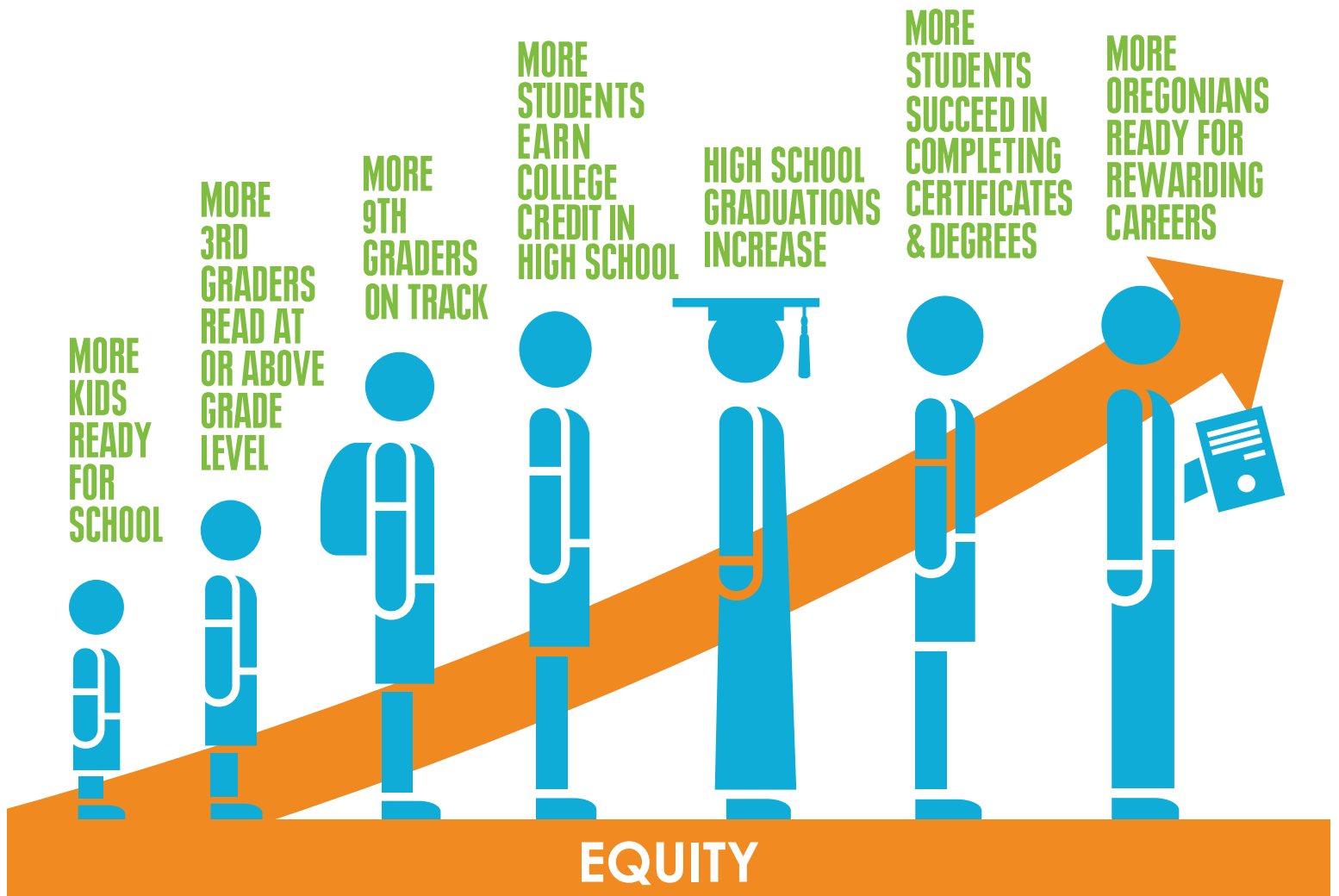
Count on us to:

- Convene groups to construct powerful solutions
- Enhance coordination with agency leaders and boards to build a seamless system
- Operationalize the Equity Lens across all educational entities and stakeholders
- Develop a coordinated approach to link and analyze student data
- Establish key student outcomes across education and communicate about the progress to reach them

Barriers we focus on:

1. Key Transitions (e.g. Age 3-Grade 3 and 11-14)
2. Those Spanning the Education Continuum (e.g. Equity)
3. Those where student outcomes improve when cross-sector collaboration exists (e.g. connection of education to the workforce, student chronic absenteeism)

CREATING A SEAMLESS EDUCATION SYSTEM TO REACH THE 40-40-20 GOAL



OUR EDUCATIONAL EQUITY STANCE

School Improvement



EQUITY MISSION & VISION

At Lane ESD, we act to eliminate beliefs and practices that result in inequitable outcomes. We do this with a vision of a world in which every student has the agency to contribute to their community in ways they determine are meaningful. This is foundational in the creation of beloved community.

WE BELIEVE...

Beloved communities acknowledge interdependence across myriad factors of intersectional identity including racial, ethnic, linguistic, diverse ability, neurodiversity, sexual identity, religious, socio-economic, housing, and family status.

We honor our differences as assets, not deficits.

It is critical to understand that achievement and opportunity gaps exist between historically and currently marginalized students and their peers. Achievement and opportunity gaps of historically and currently marginalized communities are the products of racist beliefs, policies, and practices.

It is our duty to dismantle them.

When EACH and EVERY learner receives the necessary resources, within a strength-based approach to national origin, race, gender, sexual orientation, disability, first language, or other distinguishing characteristic, they are more likely to thrive.

It is our task to secure and provide them.

The unique identities, cultures, and experiences of students are strengths and assets that must be acknowledged and engaged in the schools and broader communities if we are to be successful in meeting our vision.

Every person belongs and matters.

The creation of a shared vision requires us to share in one another's lives - listening and speaking in deep recognition of the dignity and worth of each person. We give our time to knowing and supporting each other.

Investment in each other is how we build beloved community.

A CALL TO ACTION

“*Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty and students with disabilities by investing in initiatives that will systematically eliminate opportunity gaps, improve and expand access to services and supports, and build upon assets of Lane County students and families.”

*Lane Service Plan, 2017-18

WE COMMIT TO...

- **Leading together by example:** Accepting our own biases, challenging the status quo, building relational trust, being inclusive of all voices, being reflective and open to multiple perspectives, demanding representation in places of power, and decolonizing practices that reproduce inequity.
- **Considering new projects/initiatives:** Applying our equity lens, explicitly employing anti-oppressive practices, identifying and centering historically and currently marginalized students as we co-create the system the youth in our care deserve, and employing goods and services from impacted communities first.
- **Implementing projects/initiatives:** Identifying potential barriers and mechanisms within the communities being served to ensure successful planning and program implementation by using multiple data sources to evaluate, refine, and sustain effective efforts.
- **Planning/facilitating professional learning experiences:** Grounding practices in culturally elevating, nourishing, and celebrating principles, ensuring that all learners are considered, allowing opportunities for participants to check for implicit bias, and considering who benefits (or not) from the experience.
- **Reviewing and recommending Curriculum:** Recommending curriculum that is culturally relevant and responsive to the communities being served; recognizing that content is a vehicle for love; challenging stereotypes and implicit bias that negatively impact minoritized youth; generating and responding to youth interest/voice, seeking out those traditionally and currently misrepresented, marginalized, or silenced.

EQUITY IS:

- Ensuring that EACH and EVERY learner receives the necessary resources they need individually to succeed
- Reducing the predictability of who succeeds and who fails
- Interrupting reproductive practices that negatively impact vulnerable and marginalized students
- Cultivating the unique gifts and talents of every student
- Achieving representation to balance the power dynamic



KEY CONCEPTS

August 31, 2021

Racism:

The systematic subjugation of members of targeted racial groups, who hold less socio-political power and/or are racialized as non-White, as means to uphold White supremacy. Racism differs from prejudice, hatred, or discrimination because it requires one racial group to have systematic power and superiority over other groups in society.

Systemic Racism is also known as Structural Racism:

Historical, social, political, institutional, and cultural factors that contribute to, legitimize, and maintain racial inequities. Structural racism is not something that a few people or institutions choose to practice, it is the confluence of racist concepts and theories that control our economic, political, and social systems.

Equity vs Equality:

Equity: The effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. **Equality:** The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages, other social groups.

Oppression:

A system of supremacy and discrimination for the benefit of a limited dominant class that perpetuates itself through differential treatment, ideological domination, and institutional control. Oppression reflects the inequitable distribution of current and historical structural and institutional power, where a socially constructed binary of a "dominant group" horde power, wealth, and resources at the detriment of the many. This creates a lack of access, opportunity, safety, security, and resources.

Exclusion and Inclusion:

Exclusion: To be excluded whether because of poverty, race, health, gender, or lack of education do not have the opportunity for full participation in the economic and social benefits of society, Exclusion reduces children's opportunities to learn, grow and develop. **Inclusion:** A state of belonging, when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators. Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policymaking in a way that shares power.

Anti-racism:

An active process of identifying and challenging racism by changing systems, organizational structures, policies, and practices, and attitudes to redistribute power in an equitable manner. A deliberate form of action against racism and the oppression of marginalized groups including systemic oppression.

Implicit Bias:

A belief or attitude that affects our understanding, decision, and actions and that exists without our conscious awareness. Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.

Intent vs Impact:

Intent: what you have in mind as a goal when you decide to perform an action, your intention. It reflects what type of impact you want to create with your actions. **Impact:** impact is the result of those actions. But the results aren't necessarily the same as what you intended. For example, your intent was positive but your impact was hurtful.