LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Board Work Session

Date	**Tuesday, September 20, 2022**
Time	**4:30 PM**
Place	**Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Work Session of the Board beginning at 4:30 PM.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, September 20, 2022 - 4:30 PM
Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

Agenda

1. Welcome - LCSD Land Acknowledgment

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
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Lincoln County School District Equity Team

Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

Resources: https://www.ctsi.nsn.us/heritage/
Last updated: October 8th, 2021

2. Chapter 2 Fearless Leaders
3. Review of draft Equity Lens and draft Administrative Rule

Policy AAA: **LCSD Equity Lens**
Date: Sept 2022

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 in 2020. Also in 2020-21, the LCSD Land Acknowledgement was created in order to recognize the sovereignty of the Confederated Tribes of Siletz Indians whose land we live and work on. In 2021-22, the district's first all district Equity Lens was created with feedback from various stakeholder groups. This draft Equity Lens went to the Board at its August 18, 2022 Retreat and eventually, passed as a new district policy in the 2022-23 school year.

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.

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Our ultimate purpose is to interrupt faulty educational systems by evaluating and guiding current educational practices, which provide access to diverse voices that eliminate barriers; so that every student attains a premier education in Lincoln County School District.

Through our progressive, consistent and intentional actions, the district's actionable positioning will prioritize our work through equity focused courageous conversations by examining everything through a LCSD equity lens; a lens that develops mindfulness, use of culturally respectful language, builds human capacity and exudes presence.

Our values are: genuine equity and inclusion, moral courage, unapologetic leadership, curiosity, transparency, intentionality, reflection, stakeholder input, cultural responsiveness, measurable action, honoring communities, and egalitarian dignity.

Our mission is to bring forth bold actions through intentional discourse and policy review, current and future, that prioritize data and professional training to assert cultural relevance and representation that provide necessary skills to meet the needs of all students.

Based on Multnomah County's, "5 P's Equity Lens Tool" (2022), the following are the five "Ps" of our LCSD Equity Lens: purpose, people, place, process and power. Each of these 5 "Ps" has an Essential Question to be posed whenever decisions are being made that will affect students' equitable access to education. They are as follows:

1. PURPOSE (Why): The purpose of the equity lens is to center equity and inclusivity so that students, families, and systems do not experience barriers throughout our district. Our equity lens will bring access, voice, and visibility of individual identities that promote justice while honoring relationships in a conscious and accountable manner.

Essential Question about Purpose: What past and current experiences may contribute to a system that may further perpetuate barriers to an equitable education at LCSD?

DRAFT

2. PEOPLE (Who): The equity lens is thoughtful in language, respectful of the past and present trauma of marginalized groups, recognizing the struggle for civil rights and equity. The trauma and process our underserved people have endured deserves to be treated with gravity and solemnity.

Essential Question about People: Who are the voices and what are the stories of our historically underrepresented communities that have not been served and recognized for their struggles for civil rights and equity in LCSD?

3. PLACE (Where): The equity lens recognizes environmental and geographical impacts on resource allocation and holds space for access to equitable resources, not hindered by geographic location, socioeconomic status, varying neuro abilities or demographics (culture, race, ethnicity, gender, etc.).

Essential Question about Place: What environmental and geographical impacts are essential in factoring and distributing resources equitably throughout LCSD?

4. PROCESS (How): The equity lens addresses policy barriers and processes through open and honest discourse and decision making which result in empowering, supporting, and reducing the traumatization of people.

Essential Question about How: How are we meaningfully including or excluding people who are affected by the Equity Lens? What policies contribute to exclusionary practices?

5. POWER (What): The equity lens through genuine shared power and authentic shared decision making contributes to strong problem solving and action that moves forward equitable policies, boards, and communities.

Essential Question for Power: What are the visible and invisible benefits and burdens that students and communities experience at the hands of our policies and processes of power?

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Lincoln County School District Land Acknowledgement (2021)

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Email of Equity Team Co Chairs:

Karen.Gray@lincoln.k12.or.us (Superintendent)

Marty.Perez@lincoln.k12.or.us (Principal Sam Case Elementary School)

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).

DRAFT

Ashland School District 5

Code: JBB
Adopted: 6/10/19
Revised/Readopted: 6/10/19

Equity Policy

The Ashland School District (ASD) is a learning community committed to achieving equity and success for each student. In upholding the district's mission of empowering students to be lifelong learners, responsible citizens, and stewards of the world, the district expands its equity practices to be more inclusive of its diverse learning community.

The district will create and maintain a safe, welcoming, supportive, and inclusive environment for all of its students. Student success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, enrollment mobility, language, family structure, sex, sexual orientation, gender identity, disability, citizenship, initial proficiencies, or religion.

The district will change its practices as needed in order to encourage the celebration of diversity; achieve and maintain equity in education; and maintain an environment that is supportive and inclusive of all students. Every student deserves to have a respectful learning environment in which diversity is valued and contributes to successful academic outcomes. Educational equity goes beyond equality--where all students are treated the same--to fostering a barrier-free environment in which all students have the opportunity to thrive.

The Catalyst for Change

A primary issue in educational disparity is race equity. In school districts across the state, White students, as a group, have outperformed Black, Hispanic and Native American students on state assessments in nearly every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined more frequently than White students. Similar issues persist among economically disadvantaged students, regardless of race, ethnicity and cultural background. The Ashland School District will work to eliminate such disparities for its students. These disparities are unacceptable and are directly at odds with our belief that all students have the potential to achieve.

Complex social and historical factors contribute to inequities within our society. The Ashland School District resolves to address educational disparity at every level of the organization through policy, procedure, and practice in order to eliminate persistent achievement gaps, inequitable treatment, and inequities within the district.

The Ashland School District Believes:

1. Every student can learn and has the potential to achieve with adequate support at the highest levels when all staff work together to provide equitable access and opportunity for learning;

2. The responsibility for eliminating educational disparities among students rests with adults, not children, and is shared broadly by all district staff, administrators, teachers, families, and communities;

3. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals, which may differ from student to student;

4. Everyone in the district will hold each student to high expectations and prepare all students for college or career, and responsible citizenship; and

5. Maximizing the academic achievement and success of every child requires allocating resources equitably, not necessarily equally.

The Ashland School District Will:

1. Affirm the identity of each student and acknowledge and honor differences to create a sense of belonging for each student;

2. Provide students with equitable access to high-quality curriculum, programs, extracurricular activities, support services, teachers, administrators, and staff even when this means modifying current practices or differentiating resource allocation;

3. Systematically utilize district-wide and individual school level data, disaggregated as appropriate by race; ethnicity; language; special education; sex; sexual orientation and gender identity when available; socioeconomic status; enrollment mobility; and disability status to better inform district decision-making and to make those decisions in a manner that is free of bias;

4. Incorporate the voice, culture, and perspectives of students, staff, families, and communities that reflect student demographics in order to support and enhance student success;

5. Identify and counteract biased practices that perpetuate achievement disparities and lead to disproportionate levels of student success;

6. Actively recruit, hire, and retain staff who reflect student demographics;

7. Support employees to engage in culturally-responsive practices, including the delivery of quality instruction and services;

8. Be responsible and accountable for the success and achievement of all students;

9. Ensure that the Ashland School District Strategic Plan supports the principle of equity through its core values, goals, and strategies; and

10. Regularly report progress and outcomes of the district's equity plan(s) to the Board of Education and the community.

END OF POLICY

Legal Reference(s):

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

Corvallis
SCHOOL DISTRICT

Code: JBB
Adopted: 9/12/16
Revised/Readopted: 6/10/21; 2/03/22

Racial Educational Equity

Corvallis School District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. This Racial Educational Equity Policy was written collectively with the voice and perspectives of our Black, Indigenous, and People of Color (BIPOC) community and students. We will use the word 'we' when referring to the district as we believe we are all responsible and accountable for the academic growth and well-being of every student in our district. We are committed to the success of every student in each of our schools. For that success to occur, we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. We will achieve equity when student identity, including racial identity, does not predict or predetermine success in school.

Oregon's history has impacted specific groups of people of color differently and the context of that treatment matters. In order to advance equity and racial justice, individuals and communities need a better understanding of the state's historical treatment of certain groups, based on race, ethnicity, socioeconomic status, immigrant status, and gender expression. This policy is a vital step in raising awareness and understanding.

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

Racial educational equity promotes the real possibility of racial equality of educational results for each student and between diverse groups of students. Racial equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes. We acknowledge that current and historical systems and structures have perpetuated racial inequities in health, safety, nutrition, housing and environmental, as well as academic outcomes. Rather than perpetuate racism, we must take responsibility to dismantle it.

To achieve racial educational equity, we are committed to:

1. Narrowing the opportunity gap between student groups while raising the achievement of all students.

2. Consistently using districtwide and individual school level data1, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.

3. Promoting opportunities in all aspects of education, including extracurricular activities, to ensure equitable representation in advanced learning such as talented and gifted and advanced placement courses. Eliminate disparate representation in special education and discipline referrals.

4. Preparing all students to graduate and succeed in a diverse local, national, and global community.

5. De-centering the dominant narratives that stereotype people of color.

6. Honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using it to inform our teaching practice.

In order to achieve racial educational equity for each and every student, we will:

1. Ensure every student has equitable access to high quality culturally responsive curriculum that includes the multiple perspectives and contributions of other cultures and identities.

2. Give every student equitable access to educational resources such as inclusive classroom libraries, academic support, and facilities. Ensure students are not limited by their level of English acquisition. Equitable resource allocation will close the opportunity gap so that all students can thrive academically.

3. Review and examine existing policies, programs, professional development, and procedures through an equity lens for the promotion of racial educational equity. Develop all applicable new policies, programs, and procedures with racial educational equity as a priority.

4. Remedy the practices—including assessment—that lead to over- and under-representation of students of color in specialized programs including sports, clubs, performing arts and other school-sponsored activities.

5. Recruit, retain and support a racially conscious and culturally responsive workforce that includes racial, gender, and linguistic diversity, including administrative, instructional and support personnel, coaches, counselors, and behavior staff.

6. 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. The responsibility for dismantling racial disparities lies with adults, not students.

7. Strengthen employees' knowledge and skills for eliminating opportunity gaps and other racial disparities, as well as increase their capacity to understand the root causes of oppression.

8. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student and staff population, their families, and their community, and creates a deep sense of belonging. Asset and strength based schools celebrate student and family cultures, languages, and lived experiences.

9. Embrace multiple perspectives in learning and growing toward more racially equitable educational outcomes. These diverse voices should include students and may also include families, government agencies, institutions of higher learning, early childhood education organizations, other districts, community-based organizations, local businesses, and community members of color (including those whose first language may not be English.)

10. Create multiple pathways to success, including college preparation and vocational training, in order to meet the needs of a racially diverse student body, and actively encourage, support, and expect high academic outcomes for each student.

11. Guarantee culturally responsive materials, assessments and courses that reflect the diversity of our nation and are geared toward the understanding and appreciation of race, ethnicity, gender identity, gender expression, sexual orientation, culture, socioeconomic status, language, ability, and other attributes that contribute to the uniqueness of each individual.

Every Corvallis School District 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, as well as courageous action and boldness, to implement across all schools. As such, the Board directs the Superintendent to develop an action plan with clear objectives and metrics, prioritizing staffing and budget allocations and making the action plan accessible to the community.

The Superintendent will report on the action plan and progress towards these goals at least annually.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.075
ORS 332.107
ORS 342.437 - 342.449

House Bill 3041 (2021).

Cross Reference(s):

AC - Nondiscrimination
ACB - Every Student Belongs
JB - Equal Educational Opportunity

Seaside School District 10

Code: JBB
Adopted: 1/18/22

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 educational equity" means students' identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and 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 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, non-binary, 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 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, gender identity, 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:

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 and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce

[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.

that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.

4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps 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, 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 strategies to implement this policy. The superintendent will report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.075
ORS 332.107
ORS 342.437 - 342.449

House Bill 3041 (2021).

Cross Reference(s):

AC - Nondiscrimination
ACB - All Students Belong
JB - Equal Educational Opportunity

LCSD Policy AAA-AR Equity Lens
Sept 2022

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".
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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).

4. OCCC joint meeting Oct 25 discussion and expectations

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
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Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.