

North Clackamas Equity Lens for use when evaluating Holidays, Traditions & Celebrations

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.

Additionally, NCSO also developed an equity lens to be used when evaluating holidays, traditions, and celebrations within the district. Like the NCSO Equity Lens questions, these 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 decision-making groups to check assumptions, biases, and barriers in order to eliminate practices that lead to perpetuating disproportionate educational experiences, results, and injustices that based on the identifying characteristics of a student or group who are not members of the majority culture.

North Clackamas School District Equity Lens for use when Evaluating Holidays, Traditions, & Celebrations

As you consider the practices and traditions within your department and or building, utilize the following questions:

- Does this activity or tradition serve the department / school goals and align with the District mission/ vision?
- Which group of students, staff, and parents does this activity or tradition positively and negatively affect?
- Will students, staff, or parents be made to feel like an outsider or not a full member of the community by this activity or tradition?
- Does the activity or tradition ignore or worsen existing disparities or produce other unintended consequences?
- Does this activity or tradition present a balance of information about cultures and or religions without promoting one over others?
- What other possibilities were explored?

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Questions 1: Does this activity or tradition serve the department / school goals and align with the District mission/ vision?

This question asks decision makers to check for alignment with school / department goals as well as the District mission and vision.

Question 2: Which group of students, staff, and parents does this activity or tradition positively and negatively affect?

This question asks decision maker to analyze which groups will be affected by the tradition or celebration. This includes groups in the dominant culture and those who are not. It also includes students in the highest achieving groups and the lowest achieving groups, and persons in the most represented, and the least represented by population.

Question 3: Will students, staff, or parents be made to feel like an outsider or not a full member of the community by this activity or tradition?

This question asks decision makers to consider and the impact the activity or tradition may have on students, staff, and parents who are or are not members of the dominant culture and how might individuals intentionally or unintentionally be made to feel included or excluded.

Question 4: Does the activity or tradition 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, staff, and parents in the highest and lowest levels of participation.

Question 5: Does this activity or tradition present a balance of information about cultures, groups, and or religions without promoting one over others?

This question asks decision makers to consider multiple perspectives and points of view, including those from students, staff, and parents who traditionally are not represented in decision-making processes about events and celebrations 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 outcomes as well as new ideas in order to assure “business as usual” or the perpetuation of disparities is not the intended or unintended outcome.