Tonight’s Topics

● LCPS Equity Overview
● Equity Leads
● LCPS Protocol for Responding to Racial Slurs and Hate Speech
● Updated Student Rights and Responsibilities
Mapping Out Our Journey
Why?

- The facts.
- We care.
- Our Systemic Equity Assessment → 5 emergent themes
Five Emergent Themes of the Systemic Equity Assessment

- Despite efforts from the division, school site staff, specifically principals and teachers, indicate a low level of racial consciousness and racial literacy. People are unclear and fearful on how to participate in conversations about race, let alone respond to racially charged incidents.
- Educator focus groups indicated a desire to recruit and hire diverse school staff that reflect student racial and language backgrounds.
- Economic diversity across the county/division complicates the discussions about race, leading many people to steer the conversation away from race to focus on poverty.
- Discipline policies and practices disproportionately negatively impact students of color, particularly Black/African-American students.
- Many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.
What is Equity?

Equity...

...our inability to predict student outcomes based on race, gender, zip code, ability, socio-economic status, or the languages spoken at home.

~VDOE Office of Equity and Community Engagement
Division-wide Equity Statement

**LCPS is committed** to providing a safe, empathetic, respectful and supportive learning environment in order to empower every student to make meaningful contributions to the world. When students and staff experience racial insults, slurs, and/or other hate speech, we lack the positive culture and climate that supports students’ growth.

**LCPS calls** for all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability. LCPS rejects racist and other hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

**Every individual is valued** in Loudoun County Public Schools. Let’s celebrate the diversity that helps define us as a school division.
LCPS is committed to ensuring:

- ...student growth and academic success for every child
- ...culturally-responsive, supportive environment for inclusive, safe learning spaces for every student and adult
- ...utilizing methodologies for eliminating opportunity gaps
- ...there is improvement in programming to leverage greater access, opportunity, and outcome data for students
EQUITY in ACTION

Working toward equity involves:

- ensuring equally high outcomes for all participants in our educational system
- removing the predictability of success of failures that currently correlates with any social or cultural factor.

It involves:

- interrupting inequitable practices,
- eliminating biases,
- creating inclusive multicultural school environments for adults and children
- discovering and cultivating the unique gifts, talents and interests that every human possesses.

~National Equity Coalition (formerly BAYCES)
**Co-lead** w/ Equity and CR Supervisor on work of Equity Leads: Lead Monthly meetings on topics focused on the equity framework Professional Learning centered around the equity plan and components of the equity framework

- **Collaborate** in the monitoring (and updating of data) in equity goals in the division-wide Comprehensive Equity Plan
- **Serve** as a point of contact and resource on matters related to equity (with internal and external stakeholders)
- **Increases** the capacity of content offices and teachers to provide instructional support and redesign curriculum based on the diverse learning needs of students in the classroom.

- **Collaborates** with school/division leadership, equity leads and instructional staff to provide professional development and coaching for the effective use of research-based culturally responsive practices in support of deeper learning.

- **Acts** as DOI lead on cross departmental planning of Diversity, Equity, and Inclusion professional learning opportunities for school and division staff, including efforts relating addressing opportunity and achievement gaps, systemic oppression, and implicit bias.
What?
EQUITY LEADS

Work collaboratively with the Principal to build a solid equity-focused culture throughout the school. The Equity Lead will ensure stronger equitable practices are implemented school-wide.

1. **Collaborate** to develop **school improvement goals** to implement Culturally Responsive Instruction in every classroom.

2. **Collaborate** with school-based administration, school counselors, Parent Liaisons, school community partners (as directed by the principal), PBIS coach, Social and Emotional Leads and classroom teachers to **implement strategies that advance educational equity and eliminate discipline disproportionality**.

3. **Assist in the facilitation of Professional Learning** on racial consciousness, implicit bias and culturally responsive instruction in schools and its impact on student achievement.

4. May be asked to provide consultative support on **affinity group formation** in collaboration with affinity group staff advisor or school counselor.
Equity Leads have participated in professional learning with the following outcomes:

- Recognize their role in supporting the Comprehensive Equity Plan and the Culturally Responsive Framework (CRF)
- Explore critical aspects needed to do equity work and be a more equitable educator
- Examine how equity is an integral part of the CRF and Multi-Tiered System of Supports (MTSS)
- Examine implicit bias (as individuals) and its impact on the culture of our schools and learning
- Identify critical practices for disrupting bias and help colleagues recognize bias and the social-emotional impact on students
What is it?

Diversity

A system that has a good understanding of what diversity of representation really means, diverse = differences

Equity

Shared power communicates the division’s intent to fundamentally change the manner it practices by amplifying marginalized voices and perspectives. An equity-centered division would create spaces and environments where marginalized voices and perspectives who have not been historically valued, are now given the consideration it deserves. In addition, equity is purposefully ensuring power is diversely distributed.

Inclusion

Increasing participation and connectedness, creating a sense of belonging

What does it look like?

• Diversity of thought, diversity of religion, racial diversity, gender diversity, diversity of experience, etc.
• Diversity of workforce – rate, offerings, positions.
• A diverse staff that reflects the county demographics
• Diversity of participation in parent connection opportunities that reflect the county demographics

• Equitable resources throughout the county
• Eliminating discipline disparities
• EDGE in every school
• AOS enrollment reflects the community demographic

• An increase in diversity of parental engagement
• Opportunities for every student
• After-school programming/clubs, scholarships
• Special needs programming
• Outreach strategy and program to reach EL students
• Increased/easier access to resources (SPED, MD, etc.)
Action Plan to Combat Systemic Racism

School Board Meetings

July 21  August 11  September 8  September 22
SMART Goal and Objective: LCPS presented the draft Protocol for Responding to Racial Slurs and Hate Speech in Schools to the Equity Committee on July 16, 2020, and is in the process of considering the feedback received from the Equity Committee prior to finalizing the Protocol. LCPS will present the revised Protocol and revised associated Code of Conduct violations to school administrators at the Administrative Leadership Conference in August 2020 and post the finalized document on the LCPS Equity Overview webpage with full implementation expected to begin in the Fall of 2020.

HRTD will present a revised draft of Policy 7560 Professional Conduct to the HRTD committee of the LCSB by August 19, 2020. The committee will consider changes and forward the policy to the full School Board consideration and adoption.

Needed Resources to Accomplish the Goal:
- Designated time for presentation as the August 2020 Administrative Leadership Conference.

Remaining Questions under Consideration:
- What training should be provided to students and staff related to bias, racial and cultural insensitivity, and racial and cultural literacy?
LCPS Protocol for Responding to Racial Slurs and Hate Speech in Schools

- There are immediate actions taken by the principal/assistant principal if an issue of racial slurs, hate speech or a related incident occurs
- There are post incident actions that are taken after an issue of racial slurs, hate speech or a related incident
- The Unified Mental Health (UMHT) Team Members are available at all elementary, middle, and high schools.
SMART Goal and Objective: LCPS presented the draft Protocol for Responding to Racial Slurs and Hate Speech in Schools to the Equity Committee on July 16, 2020, and is in the process of considering the feedback received from the Equity Committee prior to finalizing the Protocol. LCPS will present the revised Protocol and revised associated Code of Conduct violations to school administrators at the Administrative Leadership Conference in August 2020 and post the finalized document on the LCPS Equity Overview webpage with full implementation expected to begin in the Fall of 2020.

HRTD will present a revised draft of Policy 7560 Professional Conduct to the HRTD committee of the LCSB by August 19, 2020. The committee will consider changes and forward the policy to the full School Board consideration and adoption.

Needed Resources to Accomplish the Goal:
- Designated time for presentation as the August 2020 Administrative Leadership Conference.

Remaining Questions under Consideration:
- What training should be provided to students and staff related to bias, racial and cultural insensitivity, and racial and cultural literacy?
Empowering Students to make meaningful contributions to the world

LCPS Profile of a Graduate
“Often, people are waiting for a leader to come along. You don’t have to wait for someone else.”

—Bettina L. Love