



2022

Equity Statement

Development

Presented June 7, 2022

LCPS Division-wide Equity Statement

Why an LCPS Division-wide Equity Statement?

A division-wide statement is necessary to convey the collective commitment of the LCPS community to ensuring a safe, supportive, welcoming, and inclusive environment for students and staff. The new equity statement represents the unified voice of many stakeholders. While this statement is important, LCPS also recognizes the importance of a call to action by strengthening its practices, procedures, and policies through an equity-centered approach and mission. While equality is the ultimate goal, equity provides the leverage to meet the needs of every student.

Why are we making this change?

When appointed superintendent in July 2021, Dr. Ziegler expressed a desire to engage stakeholders in conversations with the goal of drafting an equity statement that reflects our shared community values. Since March 2022, diverse groups of stakeholders including students, teachers, principals, administrators, and parents have come together to lay the foundation for an Equity Statement that embodies our shared commitment to providing a welcoming, safe, affirming, and academically challenging environment for all students.

Methodology

Internal stakeholder groups participated in a facilitated discussion around central ideas and values, important terminology and language, and shared beliefs. The information gathered during each session was aggregated by the LCPS Research Office using qualitative research techniques. The data formed the basis for the draft equity statement.

Stakeholder Groups - The following stakeholder groups contributed input to the development of the LCPS Equity Statement.

Stakeholder	Focus Group Date
Student Equity Ambassadors	March 21, 2022
Equity Committee	April 7, 2022
Principals	April 19, 2022
Equity Leads	April 21, 2022
Senior Staff	April 21, 2022
MSAAC	April 25, 2022
SEAC	May 4, 2022
Teacher Advisory	May 12, 2022
Student Advisory	May 16, 2022



Themes by Stakeholder Group

Numbers in the parenthesis represent the number of times an idea emerged.

STAKEHOLDER GROUP	VALUES/ CENTRAL IDEAS	EMERGING THEMES LANGUAGE/ KEY TERMS	SHARED BELIEFS
Student Equity Ambassadors	<ul style="list-style-type: none"> • Accepting/supportive (2) of others • Education (2) in school about equity • Action and enforcement • Building/maintaining trust • Clear/concise language • Culture is individual • Equity vs. equality • Foundation for success • Interpretation a nonfactor • Represent different groups and opinions • Respect for cultures 	<p>Ensure collective responsibility: respect (2), togetherness (2), unity (2), collaboration, community, responsibility</p> <p>Affirm diverse identities: inclusion (2), accommodating, ADHD, assimilating, autism, ethnicity, gender, LGBTQ+, religion</p>	<ul style="list-style-type: none"> • Students feel comfortable (4) talking to a trusted adult • Safe space (3) to share diverse ideas/identity • Feel appreciated • Not be ashamed • Students with different backgrounds can come together
Equity Committee	<ul style="list-style-type: none"> • Clear vision (2) • Direct/firm (2) • Intentional (2) • Aspirational • Commitment to the process • Cultural sensitivity • Diversity • [Do the] work • Equality vs. equity • Equity is for everyone • Respect • Specific, meaningful and inclusive language 	<p>Ensure collective responsibility: respect (3) across differences, accountability, all-affirming, every[one], humanity</p> <p>Affirm diverse identities: inclusion (3), amplify voices of traditionally marginalized groups, identity affirming</p> <p>Provide a clear definition of equity (5) vs. equality</p>	<ul style="list-style-type: none"> • Acknowledge uniqueness as an asset (2) • Diversity as a benefit (2) • Access and opportunity • All students can learn • Appreciate not just tolerate • Be accepting of differences • Empowering students • Everyone can achieve and succeed • Everyone has their own perspective and experience • Inspiring and non-divisive • Respect
MSAAC	<ul style="list-style-type: none"> • Acceptance • Accountability • Belonging • Consistency • Inclusion • Intentionality/integrity • Truth • Understanding 	<p>Affirm diverse identities: religion (2), belonging, disability, gender identity, inclusion, socioeconomic [status]</p> <p>Ensure collective responsibility: accountability, community, honor, impact, imperative, support</p>	<ul style="list-style-type: none"> • Accountability • Equity vs. equality • Explicit language reduces interpretation • Intentional action and execution



STAKEHOLDER GROUP	VALUES/ CENTRAL IDEAS	EMERGING THEMES LANGUAGE/ KEY TERMS	SHARED BELIEFS
Senior Staff	<ul style="list-style-type: none"> • Clear definition of equity (7) • Value diversity (4) • Affirm student identities (3) • Focus on results/accountability (3) • Highlight the why/need (3) • Inclusive/relatable language (3) • Include all stakeholders (3) • Strong commitment (3) • Supportive relationships (3) 	<p>Provide a clear definition of equity (13) vs. equality: action oriented (2), relatable to all (2), positive/asset-based language, meaningful to students</p> <p>Affirm diverse identities: inclusion (9), diversity (2), alliance, gender, race, religion, sexual orientation, welcoming</p> <p>Ensure collective responsibility: respect/civility in interactions (5), all/universal (3), community (2), culture (2), safety (2), relationships</p>	<ul style="list-style-type: none"> • All students have the opportunity to succeed (6) • Accountability for results (4) • Foundational rather than an add-on (4) • Students are challenged with high expectations (4) • Clearly understood by all stakeholders • Future focused • Nurtures all interests
Principals	<ul style="list-style-type: none"> • Inclusivity across all groups (23) • Commitment for all (14) • Clear language/expectations (11) • Critical conversations (7) to work through adversity • Fairness (7) • Values diversity (7) • Dignity/respect (4) • Outcome focused (2) 	<p>Provide a clear definition of equity (20) vs. equality: positive voice (2), student friendly (2), celebrates diversity, connected to actual work in practice, easily remembered, focused, simple, what we do not tolerate</p> <p>Ensure collective responsibility: access and opportunity (9), safe/supportive environment (9), respect/dignity (4), empathy (3), community, connected, intent in practices, responsive, commitment</p> <p>Affirm diverse identities: inclusion (10), diversity (4), acceptance (3), welcoming (3), belonging (2), ability level, age, beliefs, gender, location, race, sexual orientation</p>	<ul style="list-style-type: none"> • Every student has potential/strengths (7) • Safe and supportive environment (7) • Access and opportunity for every student (5) • Sense of connection with school community (5) • Everyone has different values/perspectives (4) • Greater understanding through dialogue (4) • Value diversity (4) • Accountability for results (3) • Commitment to beliefs (3)



STAKEHOLDER GROUP	VALUES/ CENTRAL IDEAS	EMERGING THEMES LANGUAGE/ KEY TERMS	SHARED BELIEFS
Equity Leads	<ul style="list-style-type: none"> • Inclusivity (15) of all stakeholders and protected groups • Accountability for results (8) • Safe (6), supportive and welcoming environment • Clear, simple and accessible language (5) • Ongoing commitment to equity (4) • Dignity and respect for individual perspectives 	<p>Provide a clear definition of equity (10) vs. equality: positive (2), active tense, multiple languages, student friendly, without vagueness</p> <p>Ensure collective responsibility: ongoing reflection/growth (8), respect for all (6), safe (5), representative of all (4), supportive (3), action items (2), committed (2), community (2), empathy (2), accountable, adaptive, non-complacent, responsive, serving, systemic, unity, positive relationships, proactive, school transformation</p> <p>Affirm diverse identities: access to opportunities (9), inclusion (9), diversity (6), affirming (4), traditionally marginalized (4), acceptance (3), protected groups (3), welcoming (3), dignity (2), voiceless, vulnerable, minoritized</p> <p>Improve cultural competence (6): culturally responsive instruction (6), equitable practices, (3), CRF (2), multicultural teaching, social justice teaching</p>	<ul style="list-style-type: none"> • Every child has the ability to achieve (14) • Students feel accepted, safe, valued and are proud of who they are (10) • Students will have equitable access to opportunities and resources for success (4) • Students thrive in a safe, affirming learning environment (4) • Words and actions value/ reinforce student identities (2) • Empower students to advocate for themselves (2)



STAKEHOLDER GROUP	VALUES/ CENTRAL IDEAS	EMERGING THEMES LANGUAGE/ KEY TERMS	SHARED BELIEFS
SEAC	<ul style="list-style-type: none"> • Clear definition of/ commitment to equity (5) • Representation from all groups (4) • Inclusivity (2) • Collaboration (2) • Responsiveness to individual differences (2) • Action oriented • Honest, open and courageous conversations • Ongoing process • Safe environment 	<p>Provide a clear definition of equity (3) vs. equality vs. fair: shared language (2), no jargon (2), easy to understand (2), concise, relatable to students</p> <p>Ensure collective responsibility: respect (2), consistent, every=ALL, integrated, meaningful collaboration, perspective, responsiveness</p> <p>Affirm diverse identities: inclusive (3), access, accommodations, adaptive, belonging, opportunity, welcoming</p>	<ul style="list-style-type: none"> • All students are capable (3) • Respect/civility for all (3) • Buy-in from all communities (2) • Clear and concise actionable language (2) • Equal opportunity to learn with supports • Quality education delivered in a safe, accepting environment
Teacher Advisory	<ul style="list-style-type: none"> • Inclusion/support for under- represented groups (e.g., EL, SPED, LGBTQ+) (8) • Clear and concise language without jargon (7) • Actions need to back the statement (3) • Equity is for everyone (3) • Supportive relationships between students and staff (2) • Students come with different backgrounds and education 	<p>Provide a clear definition of equity (5) vs. equality: action words, forward thinking, accessible to all, clickable, positive, without jargon, recitable, fair</p> <p>Ensure collective responsibility: supportive (5), opportunity (4), safe (4), respect (3), action plan, community, impact, personal responsibility, relationships, trust</p> <p>Affirm diverse identities: inclusive (3), valued (3), welcoming (2), affirming, empower, pride, strength, validation</p> <p>Develop all students to reach full potential: growth (3), advancement (2), deeper learning, high expectations</p>	<ul style="list-style-type: none"> • All students are capable of excellence (6) • Included and part of a community (supported, valued, welcomed, respectful and accepted) (6) • Shared responsibility and accountability (3) • Safe learning environment (2) • All students should be supported in becoming their authentic selves



STAKEHOLDER GROUP	VALUES/ CENTRAL IDEAS	EMERGING THEMES LANGUAGE/ KEY TERMS	SHARED BELIEFS
Student Advisory	<ul style="list-style-type: none"> Acknowledge the diversity of all cultures as people Inclusivity is critical Support for all groups 	<p>Ensure collective responsibility: leadership, motivation, engagement, action, continuous improvement (instruction, equity work, etc.)</p> <p>Affirm diverse identities: diversity, strength, willpower</p>	<ul style="list-style-type: none"> Students should be able to communicate in a respectful manner (3) Students need a trusted adult to speak to (2) Teachers/students recognize each other's strengths and weaknesses

Overall Themes

Numbers in the parentheses represent the number of times an idea emerged.

TOP VALUES/ CENTRAL IDEAS	TOP TERMS	TOP SHARED BELIEFS
<ul style="list-style-type: none"> Inclusiveness of all stakeholders, including students, staff, families and the community, is critical for the equity statement. Clear, concise and meaningful language should be used to define equity (vs. equality). Equity requires an active, intentional effort to make a difference. All students need equal access to opportunity (e.g., quality instruction and supports) in order to achieve. The voices of underrepresented groups should be respected and amplified. Individual differences should be valued. A safe, welcoming and affirming environment should be created for all students, families and staff. 	<ul style="list-style-type: none"> Equity (43) Access to Opportunity (41) Inclusion/Inclusivity (25) Respect (25) Safe/Safety (24) Diversity (18) Equality (16) Support/Supportive (e.g., types) (16) Responsive (e.g., instruction, CRF) (13) Community (e.g., school, students, families, staff) (12) Fair (e.g., opportunities) (11) Welcoming (11) Learning (e.g., deeper) (9) Positive (e.g., language) (8) Acceptance (7) Values (7) 	<ul style="list-style-type: none"> Each student has the potential to be successful. Success looks different for each student based on their unique backgrounds, interests and experiences. Each student should have equal access and opportunity to succeed regardless of their unique differences. Students succeed and grow in an environment where they are respected, safe, heard, represented, and challenged. All families have the best interests and dreams for their children. All students have a voice and something to contribute to the community.



Finalizing the Equity Statement

Public Input

The Draft Equity Statement will be posted on the [LCPS website](#) with a link to provide feedback. The draft statement will be posted from June 8 through June 17, 2022. Staff will review the feedback and incorporate any necessary changes into the final statement. The final LCPS Division-wide Equity Statement will be published on June 28, 2022.

Draft Equity Statement

LCPS centers equity as one of its foundational core values. For our community, equity means being committed to providing a safe, supportive, inclusive, affirming, and respectful environment for each student and staff member that fosters success, growth, and academic rigor. The cultivation of this environment requires us to reject and condemn the use of hate speech, racial slurs, antisemitism, and any action or behavior that discriminates based on race, ethnicity, national origin, gender, orientation, gender expression, socio-economic status, religion, ability, or other cultural identities or expression. Such noninclusive speech, behavior, and actions do not reflect who we are as a learning community.

We embrace and value the unique identities, backgrounds, experiences, perspectives, and needs of each student and employee. Celebrating our diversity is important and helps define us as a school division.

Demonstrating the courage to address inequities and remove barriers represents an integral part of our collective effort towards excellence in education. Equity is the vehicle that leads to greater access, opportunity, and equality so that each student is empowered to make meaningful contributions to the world.



