

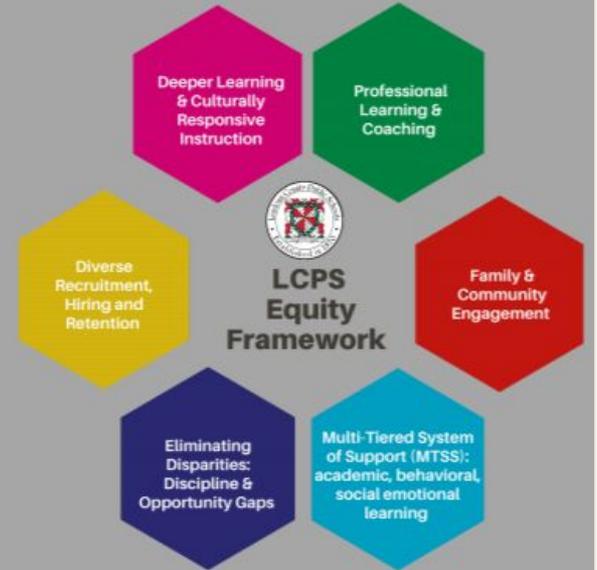
# Policy Overview

LCPS Equity Committee Meeting  
April 8, 2021  
May 6, 2021

# COMPREHENSIVE EQUITY PLAN

- **Our Why**
- [https://www.lcps.org/cms/lib/VA01000195/Centricity/domain/60/equity\\_initiative\\_documents/Comprehensive\\_Equity\\_Plan-9\\_2020rev.pdf](https://www.lcps.org/cms/lib/VA01000195/Centricity/domain/60/equity_initiative_documents/Comprehensive_Equity_Plan-9_2020rev.pdf)

## LCPS Comprehensive Equity Plan



## [Policy 1040, Equal Opportunity for Equitable, Safe and Inclusive Environment](#)

- Overview:
- Accountability and consequences

## [Policy 8250, Bullying Prevention and Education](#)

- Defines bullying and cyberbullying behavior and the LCPS commitment to promptly address reported incidents to promote school environments free from bullying behavior. Race, color, religion and other actual or perceived characteristics are included.
- Accountability and consequences

### [Policy 7014, Environments Free From Harassment, Discrimination, and Abuse](#)

- Policy revision adopted by the School Board on 12/3/19
- Relates to Policy 1040's commitment to providing an equitable safe inclusive learning and working environment
- Relates to Policy 7012's (Equal Opportunity Employment) provision against discrimination in hiring and employment, and its commitment to diversity within the school division's workforce
- No discussion of revising this policy is currently scheduled for a meeting of the School Board or a School Board Committee

### [Policy 8-6, Sex Discrimination and/or Sexual Harassment \(will be Policy 8030, Harassment of Students\)](#)

- A draft version of [Policy 8030](#) was presented to the Discipline Committee on 09/25/19. It is anticipated that the Discipline Committee will return to this topic but the policy is not yet scheduled to return to the committee for action.

## Policy 7560, Professional Conduct

- A draft revision of Policy 7560 was approved by the HRTD Committee on 03/11/21.
- The proposed draft is currently being reviewed by the Equity Committee and then will be sent to OCR for review and feedback prior to being presented again to the HRTD Committee and, ultimately, to the School Board.

# What is Missing?

**Do we need an equity policy? If we needed another equity-focused policy, what else would need to be addressed or covered in policy form?**

**Given the current policies in place, what additional information is needed to support the goals of our LCPS work in diversity, equity, and inclusion going forward?**

**Recognizing there is an Action Plan to Combat Systemic Racism with a Comprehensive Equity Plan outlining goals and actions over a multi-year period, and Protocol for Responding to Racial Slurs and Hate Speech what (if anything) might still need to be addressed through a stand-alone policy?**

## Committee Member Responses/Feedback to Review of:

Sample Equity Policy Titled "Nondiscrimination, Equity and Cultural Proficiency" by  
the Montgomery County School Board

and

"Memo: Approval of Board Policy 5032 Equity" by the Oakland Unified School  
District

## After Review of the Sample Equity Policy Titled "Nondiscrimination, Equity and Cultural Proficiency" by the **Montgomery County School Board**, what items, language, details did you like?

- I like that the purpose was clear and compassionate in order to affirm their work. "To affirm the Montgomery County Board of Education's desire to create an educational community guided by its five core values—Learning, Relationships, Respect, Excellence, and Equity—that is deeply committed to ensuring that all students are supported to succeed and all staff are empowered to do their best work."

It was very **empowerment based and positive**. This seems to be able to be a universal way for ALL students to meet their true potential without comparisons or judgment. Healing is a good way to describe this document.

I like how the **verbiage is being shown so everyone can be on the same page with the vocabulary surrounding the equity commitment**.

I like that the **barriers are discussed and identified in order to address and overcome them**.

I like that the **EL community is mentioned as part of the community and addresses the barriers to overcome**, "MCPS will take proactive steps to help English language learners overcome language and other barriers so they can meaningfully participate in their schools' educational programs. MCPS will provide access to rigorous coursework and equal access to comparable academic programs both among schools and among students within the same school without regard to actual or perceived personal characteristics."

I like that it is **respectful and shows a mutual regard** for all participants... "Respect, value, and celebrate diversity as an essential component of a healthy and thriving community;"

This is important (but needs to also share what happens when retaliation occurs when people are confronted) -- **Confront and eliminate stereotypes related to individuals' actual or perceived personal characteristics**

## Question #1 Continued:

- Generally, I really like this whole policy, especially the **specificity**. For example, I appreciate the very specific definitions in the policy (Part B). Not only do these serve to provide rationale, it is transparent for stakeholders to understand what is meant by each of these terms. The desired outcomes on page 6 can be used for a model for our schools, particularly if these are structured as ongoing outcomes, and not an "end." **Also on page 6 this language could be very powerful: "The board will address disparities in levels of access to resources critical to the success of students by implementing an intentional strategy of providing additional funding to students in greater need, as well as to schools that serve larger numbers of students in need"** (See my notes in the next section).
- I appreciate that "**educational outcomes should never be predictable**" is stated in policy; I appreciated the C1- the board expects the district to develop and **promote a culture of high expectations for all students and staff performance that will eliminate inequities of opportunities, raise the level of achievement...**" etc. ; I appreciated **c5b1f - intentional strategy of providing additional funding to students in great need; c5b4 and 5; students will be provided wide access to various and multiple opportunities to enroll in challenging programs**....I appreciated the implementation of strategies (E) and that MCPS will identify the multiple indicators necessary to monitor student outcomes

After Review of the Sample Equity Policy Titled "Nondiscrimination, Equity and Cultural Proficiency" by the Montgomery County School Board, if we needed another equity-focused policy, what else would need to be addressed or covered in policy form?

- **Collaboration -- not all teachers are good collaborators** (especially with specialists and EL teachers - speaking from personal experience). There needs to be set expectations on what is and is not tolerated if individuals have a fixed mindset rather than a growth mindset. Administration has to be prepared for BOTH types of teachers as well as consequences of poor performance.

I also like that it shows desired outcomes and strategies to reach it. This is my preferred policy -- **one that is growth oriented and respectful towards the entire population**. I respect its simplicity as well as its gentleness in achieving the desired results.

There needs to be a follow up policy to say there is a **zero tolerance policy of bigotry and offensive language, then describe the offenses and what the consequences will be (first time would be a warning and training, second - a public reprimand, third - removal)**. Without oversight none of these policies would be enforceable.

## Question #2 Continued:

- On Page 4, they note that resources are allocated, "including an intentional strategy of providing additional funding to students in greater need, as well as to schools that serve larger numbers of students in need." To my understanding, all schools in LCPS receive the same amount of money/pupil; however, that is insufficient at schools with higher need, such as Park View or Dominion. We need to consider the inequities created by this policy (for example: lower percentages of students who participate in sports due to costs associated, or robust boosters at wealthier schools in the county that cannot be duplicated at lower income schools, resulting in disparities).

Page 5 - How are we ensuring our curriculum "promotes equity, respect, and civility among our diverse community"? For example, Does our curricula actively support racial understanding, for example, or is it simply "neutral"? Do our health classes address the different needs of trans bodies? Are we demonstrating to our students that we are prepared to teach the values we espouse?

- Outcome driven data. I will expound at the bottom. *(See Additional Comments)*

## After Review of the Sample Equity Policy Titled "Memo: Approval of Board Policy 5032 Equity" by the Oakland Unified School District, what items, language, details did you like?

- This policy seems to be much more **confrontational** and Oakland has a high level of Title 1 needs. **The demographic is very different from Oakland to Loudoun, it is like two different worlds.**

I like that it **clearly lays out the process and background of what is needed and why** (would prefer a much more compassionate tone).

I like that it clearly explains that **the intent is to improve the opportunities of achievement and levelized the playing field for those that have been falling behind. Social emotional needs** are mentioned as well.

- **"Eliminating individual and institutional bias [...] will increase achievement and graduation rates for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students"** - as a Language Arts teacher, I appreciate the succinctness of this thesis. Shortly after, they recognize the historical inequities; it would be smart for LCPS to do the same, especially considering this county's history of segregation. On page 2, they emphasize restorative justice. Before the pandemic, our schools had begun implementing restorative justice practices, but this has fallen a bit by the wayside.
- There will be **"a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes;** an evaluation rubric and accountability standards for measuring success; this policy intend to improve academic opportunities for all students and reduce achievement gaps between groups of students

## After Review of the Sample Equity Policy Titled "Memo: Approval of Board Policy 5032 Equity" by the **Oakland Unified School District**, if we needed another equity-focused policy, what else would need to be addressed or covered in policy form?

- I found this to be a **very technical sounding policy that was a bit devoid of the social emotional needs** that are necessary in order to heal as well as to grow. It showed the division of equity, not just the concept of equity. I think many in this area would find that highly divisive and not family friendly terminology. Sterling might have more needs for achievement opportunities and perhaps that should be discussed as well because all of the Title 1 schools are geographically located in Sterling and not throughout Loudoun. The demographics are VERY different between Loudoun and Oakland.
- On Page 2, the **mention of an evaluation rubric for measuring success would be something that would need to be created/adapted** for us (I am unaware of anything like this in our county, unless we are discussing the Culturally Responsive Framework, which many employees are unfamiliar with).

**Restorative Justice - as a county, we should actively embrace RJ as a centerpiece of our environments, which requires ongoing PD and integration into daily practices.**

- Please see below (*See Additional Comments*)

## Please use this space to add any additional thoughts, comments, concerns regarding the two sample policies you reviewed.

- I very much preferred Montgomery County policy that was empathetic, gentle, and determined. There needs to be a bit more discussion on differentiation due to diverse backgrounds though (not everyone learned the same information in the same way - this area is VERY transient and gaps will be expected and it is necessary to create a standardized way of addressing those gaps rather than avoiding them.

I think in the equity policy, there needs to be a safe place to speak without being retaliated or misunderstood. People attack in groups in Loudoun and bullying happens frequently. There can be overly involved parents as well. The boundaries need to be defined over how teams of educators help identify achievement barriers and what to do if collaboration and differentiation aren't happening. There also needs to be set expectations and oversight that no school is an island and there is a set expectation of discussing potentially challenging topics, such as bias, that many schools (especially my children's school) does not want to address and avoids like the plague.

Avoidance is the opposite of equity and that needs to be clearly reflected too in the policy. If we already know that educators avoid what they don't want to talk about (i.e. race issues), then the problem only grows and the students can become traumatized. I feel that is unacceptable and the needs of the students should be put before the needs of the educators. If a child is traumatized, they won't want to learn. If a teacher traumatizes the students because they don't want to talk about something, there needs to be an intervention and training to see if that person should be an educator or if perhaps an administration role would be better. I've seen a lot of bad teachers that know how to play the system and I've seen LCPS lose a LOT of great teachers because nobody feels comfortable to speak out about the issues because retaliation is guaranteed. If you already know you will upset someone by calling them out, should you just pretend the offense didn't occur or talk to a trusted supervisor? What if your supervisor is the problem? What do you do then? Equity is when EVERY voice is heard and silencing the opposition is discouraged.

## Additional Comments Continued:

- Any equity policy must recognize the historical bias against POC in our country and specifically in Loudoun County. Likewise, other protected groups (such as LGBTQ) should be explicitly recognized so that there is no ambiguity. Both of these policies hit the right notes, but I think the challenge to LCPS isn't going to be STATING our purpose, but following through with the policies that require employees to practice equity.
- I believe the Equity Committee - and LCPS in general- should have more pronounced items related to achievement outcomes of students. As of now, a lot of our conversations, albeit necessary, are centered around social-emotional and behavioral concerns (responded to hate speech, dismantling systemic racism, etc). If we had a static topic on achievement and what is being done to address achievement gaps, I believe the work would not only be more purposeful, but could help some citizens who may not be aware of the data to gain a greater appreciation of the work that is needed. As of now, the clearest statement on achievement I see in the equity plan (outside of the work for AOL) is "LCPS will close the gap in SOL pass rates between Black and Latino/a/x students and White students by 10% (ex: passing rates of 90% and 70% is a 20% difference which will close the gap by 2%). While we have to start somewhere with the achievement gap, I do wonder what might be the underpinnings that can inform us of why 2% is a reasonable increase to aim for.

I'd love to see data from elementary/middle/high school to help us understand the gaps, how they are created, and work with the equity team to dismantle what we uncover from those studies. Eliminating that predictability is our most essential work.