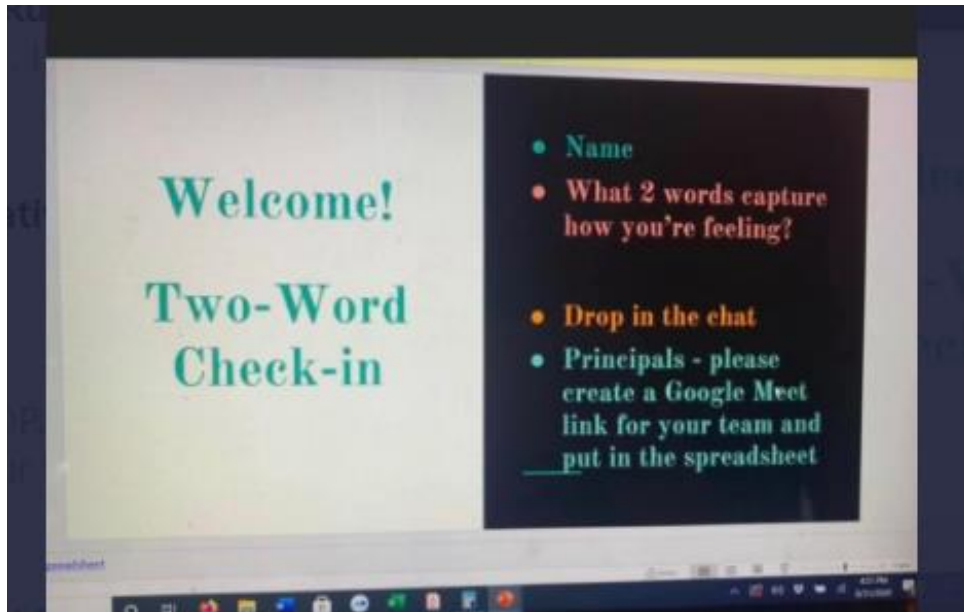
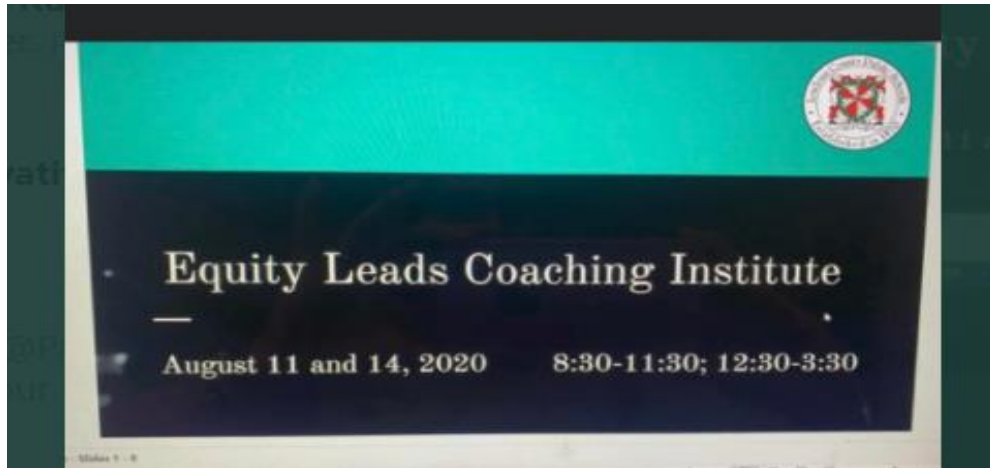


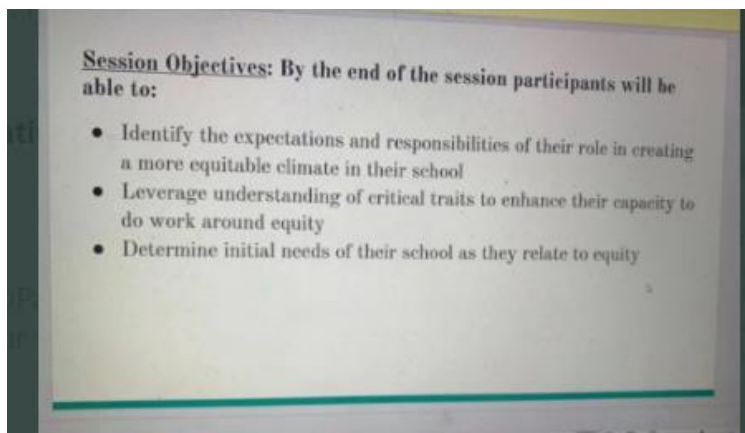
I have a FOIA out for this same material. These are screen shots someone sent me.



Targeting principals

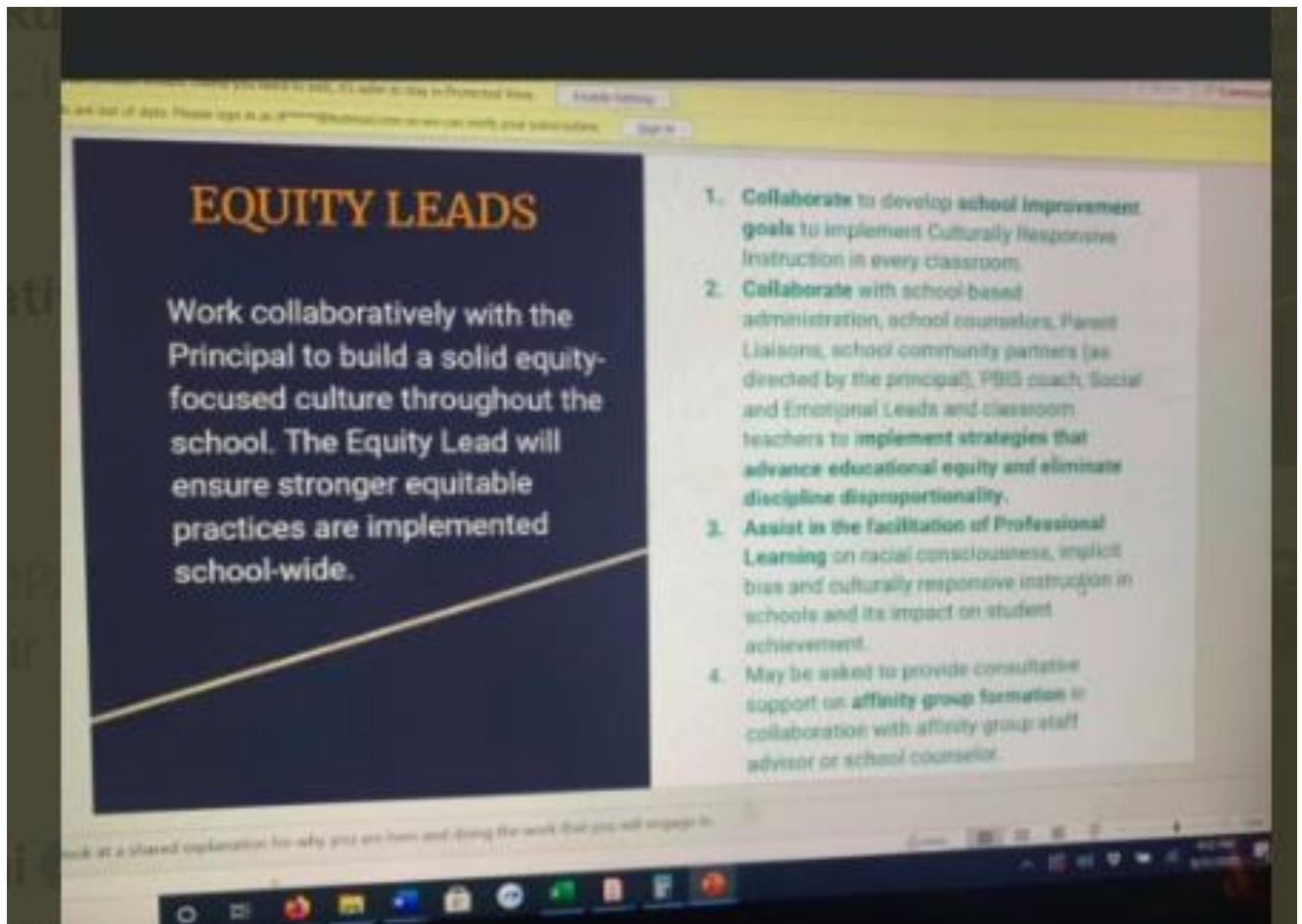


Experience discomfort



Directions: For each of the following, identify whether your identity falls into the "Experiences Oppression" or "Experiences Privilege" group. Write an "O" if that aspect of your identity is in the "Experiences Oppression" column and a "P" if that aspect of your identity is in the "Experiences Privilege" column.

Experiences Oppression	Experiences Privilege
Women	Men
Children	Adults
People of Color	White People
Non-Christian	Christian
Lesbian/Gay/Bisexual/Queer	Heterosexual
Gender Non-conforming	Gender Conforming
50 Years and Older	25-50 Years Old
Immigrant	U.S. Born
Working Class/Lower Income Background	Owning/Middle- or High-Income Background
Disabled	Currently Able-Bodied
Not College Educated or Parents Not College Educated	College Educated or Parents College Educated
Single Parent or Raised by a Single Parent	Two Parent Family or Raised in a Two Parent Family
Adopted or Foster Child	Not Adopted or Foster Child
English as a Second Language	English as a Primary Language
"Overweight"	"Average" or "Thin"
Darker Complexioned People of the Same Race	Lighter Complexioned People of the Same Race



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.

Essentially establishing political commissars

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

I'm having trouble to define equity, but your way to define by the VDOE and I will read it about for you

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.

20 Self-Critical Things I Will Do to Be a More Equitable Educator

- Dr. Pam H. Brown, www.pamhbrown.com, pam@pamhbrown.com
1. I will stop my practice of... (text is too small to read)
 2. I will... (text is too small to read)
 3. I will... (text is too small to read)
 4. I will... (text is too small to read)
 5. I will... (text is too small to read)
 6. I will... (text is too small to read)
 7. I will... (text is too small to read)
 8. I will... (text is too small to read)



- Use the list to select 1 strength and 1 area for development that will help you become a more equitable educator and leader.
- There are 20 items listed and those that you select today may be different from what you choose 6 months from now.
- Reflect on WHY you selected these 2 actions.
- Use the reflection sheet to capture your thoughts.

or self-reflection
1. See below for...



Culturally Responsive Framework

- **The purpose of a Culturally Responsive Framework** is to create and guide support of student-centered learning environments with a critical focus on culturally and linguistically diverse students that have been marginalized by inequitable systems. "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." (Dr. Eric Williams, Superintendent of Loudoun County Public Schools). A culturally responsive framework also creates and guides culturally responsive teaching by, "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically and racially diverse students to make learning encounters more relevant to and effective for them" (Geneva Gay, 2010).

Dismantling white supremacy

Engagement and Challenge through Deeper Learning



Engagement & Challenge
Through Deeper Learning



LCPS Principles of Engagement and Challenge Through Deeper Learning

8. Student engagement in deeper learning is centered in authentic learning opportunities that speak to diverse student identities.
9. Appropriate challenge and high expectations through student-centered instruction stimulates brain growth, increases learning capacity and develops independent learners.
10. An asset-based approach to student learning capitalizes on student strengths and uplifts students who have been marginalized by historic inequalities by increasing access to opportunities for deeper learning and developing student efficacy.
11. Professional collaboration and systems of instructional practice affirm the cultural identities of students and work towards dismantling the systems of inequality where they exist.

Engagement and Challenge Through Deeper Learning: We are schools to design and implement authentic practices that are responsive to the needs of all learners by providing a personalized learning environment for every student, staff, families, and the broader Loudoun community.

Behavioral Interventions	Academic Interventions	Social-Emotional Interventions
Tier 3: Intensive, Individual Interventions: <ul style="list-style-type: none">• Functional Behavioral Assessment and Behavior Intervention Plan• Individual Behavior Plan/Intervention• Restorative Conferences• Technical MANOT	Tier 3: Intensive, Individual Interventions: <ul style="list-style-type: none">• Modified Instruction/Assessments• Alternate Assignments• Individualized Instruction• Specialized Instruction (e.g. Reading, Math)	Tier 3: Intensive, Individual Interventions: <ul style="list-style-type: none">• Individual Counseling• Threat Assessment/Safety Plan• Restorative Conferences• Suicide Screening, Referral, Follow-Up• Inmate Program• 30 Day Substance Abuse Program
Tier 2: Systems Planning and Problem Solving Teams: 100% Schools, 100% School Health		
Tier 2: Targeted Group Interventions: <ul style="list-style-type: none">• Check-in/Check-Out• Small Group• Restorative Circles• Explicit Skill Instruction• Relational MANOT	Tier 2: Targeted Group Interventions: <ul style="list-style-type: none">• Targeted Evidence-Based Strategies/Intervention• Structured Flex/Resource• Tutoring• Check-in/Check-Out• Mentoring• Specialized Instruction (Reading, Math)	Tier 2: Targeted Group Interventions: <ul style="list-style-type: none">• Group Counseling• Threat Assessment• Restorative Circles• Support Groups• Tobacco Education Program
Tier 1: Systems Planning Teams: 100% Schools, 100% School Health		
Tier 1: Universal Strategies: <ul style="list-style-type: none">• Define, Teach, Model, Reinforce School-wide Expectations• Differentiation (Reteach/Model/Reassess)• Classroom Management System (Physical Environment, Rule and Routines Procedures, Opportunities to Respond, Active Supervision, Behavior Specific Praise, Error Correction)• Equitable Classroom Practices• Restorative Communication• Relational MANOT• PEER	Tier 1: Universal Strategies: <ul style="list-style-type: none">• Feedback• Differentiation (Reteach/Model/Reassess)• Reciprocal Teaching• Teaching Self-Verification• Meta-Cognition Strategies• Peer Assisted Learning Strategies	Tier 1: Universal Strategies: <ul style="list-style-type: none">• Differentiation (Reteach/Model/Reassess)• Sources of Strength• Classroom Counseling Lessons• PEER• Signs of Suicide• Signs of Suicide-Training Trained Adults• Substance Abuse Prevention• Bullying Prevention (Stop Walk-Talk & Support Respect)• Social Emotional Learning (Second Step)

Integrated approach to providing tiered strategies and interventions to support students across behavior, academics and social-emotional health. This approach provides a mechanism for which various resources and interventions are available to all students to meet their needs.

