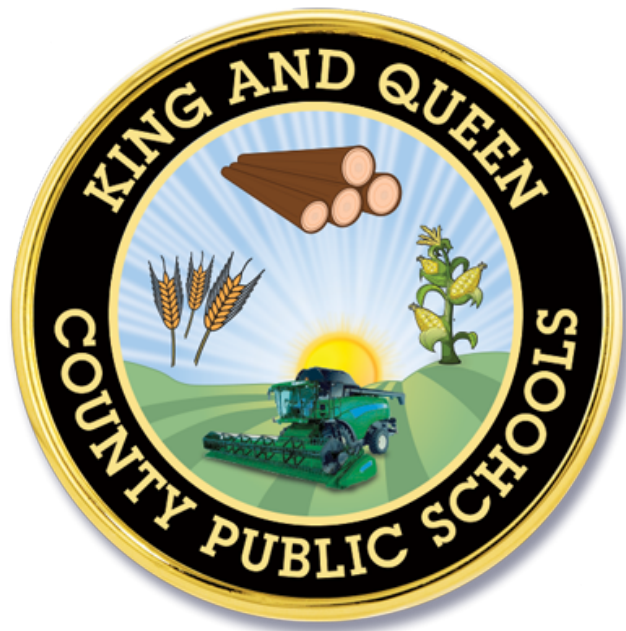


King and Queen County Public Schools

King and Queen Court House, Virginia



Equity Guidebook

2022-2023

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King and Queen School Board Equity Policy Statement

Two school board policies govern equity within KQPS. A short excerpt from each is included below to emphasize the commitment KQPS has to achieving equity within the school division.

Excerpt from Equal Educational Opportunities/Nondiscrimination (KQPS Policy JB)

Equal educational opportunities shall be available for all students, without regard to sex, sexual orientation, race, creed, color, national origin, gender, gender identity ethnicity, religion, disability, ancestry, marital or parental status or any other unlawful basis. Educational programs shall be designed to meet the varying needs of all students.

The School Board

- provides facilities, programs and activities that are accessible, usable and available to qualified persons with disabilities;
- provides a free, appropriate education, including non-academic and extracurricular services to qualified persons with disabilities;
- does not exclude qualified persons with disabilities solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- does not discriminate against qualified persons with disabilities in the provision of health, welfare or social services.

Excerpt from Equity Policy (KQPS Policy DAB)

The King and Queen County School Board is committed to creating, building and sustaining a racially, ethnically, culturally and economically sensitive environment that provides equitable access to a high standard of educational success for all students. The King and Queen County School Board recognizes that equity does not mean equal, but rather the establishment of high standards for all students while providing the opportunities, support, settings and resources so that all students receive a high-quality education in order to achieve the high standards established by the King and Queen County School Board.

Purpose/Alignment with District Mission

In alignment with the Educational Equity guidance from the Virginia Department of Education, the King & Queen County school district launched an **Equity Task Force** to examine policies, procedures and make recommendations to improve equity, diversity and inclusion in all aspects of the district's operations. The Equity Task Force required the formation of a broad committee of key stakeholders: teachers, support staff, administrators, students and community leaders. The Equity Task Force has five key objectives:

1. *to create a library (or toolkit) of Equity resources for use by teachers, administrators, and community stakeholders;*
2. *to provide professional learning opportunities for district personnel regarding diversity, equity, and inclusion;*
3. *to make recommendations that will increase the hiring and retention of teachers, administrators, & support staff of color;*
4. *to examine district policies & procedures regarding disciplinary practices to ensure fairness of implementation; and*
5. *to amplify voices of students at all levels giving them an opportunity to share their concerns and desires for excellence and equity in their own education.*

The purpose of this Equity Guidebook is to:

- document the task force's work thus far (2020-2022),
- provide resources for staff members in their journey towards equity,
- serve as a primer for new or prospective team members, and
- clarify the task force's next steps.

Developing an Equity Task Force

| | |
|--|---|
| <p>Before Getting Started</p> <ul style="list-style-type: none"> ● Start Small ● Elicit support – Dr. Joy Lawson Davis (author, scholar, professional learning trainer) to guide the work ● Seek first to understand ● Listen / Survey ● Identify your resources <ul style="list-style-type: none"> ✓ Learning for Justice ✓ Catapult Learning (NEA) ✓ CASEL – SEL ✓ EdEquity - VDOE | <p>Establishing a Culture</p> <ul style="list-style-type: none"> ● Build capacity ● Define shared language – Equity 101 ● Divide and conquer ● Establish work groups – Community Engagement, Curriculum and Instruction, Student Voice, and Student Support to do the work ● Needs assessment ● Create a plan |
| <p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Celebrate accomplishments – make public (open Zoom meetings), distribute flyers, use social media, ● Publish results – quarterly newsletter ● Survey ● Continue to gather additional support | <p>Next Steps</p> <ul style="list-style-type: none"> ● Create a Community toolbox of resources and events ● Continue professional development activities for teachers, administrators & staff. ● Website audit – Talent Acquisition ● Division-wide behavior matrix |

Description of the Four Work Groups

Initially, the four work groups were defined as follows:

- **Community Engagement** - to ensure equitable representation of all stakeholders including parents and community leaders in the development of the KQPS Equity Plan, serve as community advocates and to create a toolkit of equity resources for use by teachers, administrators, and community stakeholders
- **Curriculum & Instruction** – to conduct an audit of instructional resources used at all levels for fair representation, cultural authenticity and historical accuracy. Instructional subcommittee will also participate in all equity training sessions designed for district personnel
- **Student Voices** - to amplify voices of students at all levels giving them an opportunity to self-advocate by sharing their concerns and desires for justice, excellence, and equity
- **Student Support Services** – to examine and provide feedback to the updated Student Code of Conduct and Restorative Discipline Policy document to ensure fairness of implementation

Key Accomplishments and Future Action Steps for Work Groups

Equity Task Force Work Groups:

- Community Engagement
- Curriculum & Instruction
- Student Voices
- Student Support

Community Engagement

This committee has focused on:

1. enhancing community awareness and opportunities for collaboration with regard to our Equity 101 strategic plan;
2. developing a network of stakeholders, system of support, parents, students, adults for the benefit of KQCPS students;
3. compiling a list of all of the churches in King and Queen County and devised methods to communicate the next meeting to them;
4. distributing recruitment flyers to each school and laminated copies which will be placed in the entrance where parents come first into the school; and
5. partnering with Ms. Garolyn Garnett, Alumni President for the Central High School Class of 1972, “A Small Class With Big Ideas.”

Curriculum and Instruction

This committee has focused on:

1. cultivating a school climate for equity that pays attention to the emotional, cognitive and behavioral spaces throughout the school;
2. creating classroom environments where students enjoy themselves and do things that interest them;
3. training teachers to use a variety of strategies and activities to create learning environments that fully embrace the differences among their students;
4. training teachers to involve students in innovative, hands-on learning experiences, project based learning, socratic seminars, scientific experiments, field trips, debates etc.; and
5. promoting diversity—including a variety of diverse perspectives and diverse people—in the science and math curriculum and not just literature and social studies classes to ensure students consistently see representation of themselves.

The committee will continue to foster equity by building a school culture where teachers and students see their purpose and experience success.

Student Voices

This committee has focused on:

1. developing and administering two surveys to students—one to students in grades 3 through 6, and one to students in grades 7 through 12. These surveys were designed to solicit students' views on equity in our schools. The findings (*see below*) will be used during the coming school year to provide recommendations for the main task force as well as the other subgroups.
2. Leveraging the voices of three student representatives, one from each school, to share their perspectives, which has given us a number of things to consider as we continue to strive for more equitable schools.

Student Support

This committee has focused on:

1. examining and providing feedback to update the Student Code of Conduct and Restorative Discipline Policy document to ensure fairness of implementation (based on VDOE's Model Guidance);
2. increasing accessibility of the Student Code of Conduct via the division's webpage;
3. collaborating with Dr. Joy Lawson Davis to provide professional development designed to increase staff awareness of students' cultural norms; and
4. providing professional development on Restorative Practices for the division's leadership team. This professional development will be provided to building-level staff members in the coming school year.

Additionally, the student support work group will assist each school in forming a data-driven restorative practices team which will provide additional support to staff members as they implement new and more consistent approaches to classroom management.

Restorative Practices

The Virginia Department of Education (VDOE) has reported on the existing discipline data disparity for students with disabilities and African American students—they are suspended at two times the rate of non-disabled, white students. In addition, the majority of school referrals are related to behaviors that fall under the subjective label of “Disruption.” The data also revealed that the number of instructional days lost to suspensions significantly affects student achievement.

In response to the VDOE report, KQPS will provide our administrators, teachers, and support personnel with professional development in the principles of *Restorative Practices*. Restorative Practices is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships. Restorative practice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right or repair harm. King and Queen County Public Schools are dedicated to implementing Restorative Practices to:

- reduce suspensions and expulsions,
- address the disparate impact these practices have on African-Americans and students with disabilities,
- address the emphasis on subjective offenses such as disorderly conduct, and
- reduce student referrals to law enforcement.

The Five Characteristics of Restorative Practices are:

- Relationships (developing caring connections and finding common ground)
- Respect (listening to others’ opinions and valuing them)
- Responsibility (being accountable for actions taken)
- Restoration (repairing harm that has been caused)
- Reintegration (ensuring all remain included and involved)
 - Source: conflictcenter.org, 2018

Furthermore, Thorsborne and Blood (2013) note the key differences in a retributive disciplinary style and restorative practices. These are briefly outlined in the chart on the next page.

| Approaches to Discipline | |
|--|--|
| Retributive Justice | Restorative Justice |
| Blame and punishment; directives/orders | Relationships and restoring harm |
| Enquiry: What school/classroom/playground rule was broken? Who is to blame? What punishment/sanction is deserved? | Enquiry: What happened? What has been harmed? How? What needs to happen to repair the harm? |
| Approach - forms of punitive consequences/sanctions: removal from class, isolation from class, detention, writing of lines, not allowed to go on a field trip, group punishment, humiliation, suspension, exclusion, yelling, and the like | Approach: When wrong is done we work with those involved to help them take responsibility for their behavior by understanding how their actions affected others, learn from the incident and to take what action is required to repair the harm. |
| Two broad hoped outcomes: 1.) inflict pain as a deterrent to the wrongdoer and others, and 2.) reduce reoffending | Outcomes: 1.) student is still a valued member of the community, and 2.) all parties have equal space to tell their stories, be understood, and right wrongs |

Two practices that the division will train staff members to use are **proactive circles** and **responsive circles**. **Proactive Circles** (also called Class Meetings, Classroom Circles, Community Building Circles, Dialogue Circles, and Reflective Circles) can be used to create belonging and connectedness (community) through intentional relationship building. Once trust is built within the circle, circles are an effective process to create class agreements, make plans and decisions, engage with curriculum, and debrief incidents that impact our students, families, and staff. **Responsive circles** are often conducted as a response to wrongdoing or conflict as an alternative disciplinary strategy. They are especially beneficial for youth learning how to negotiate conflict, as they help them practice respectful listening and healthy self-expression.

| <u>Proactive Circles</u> | <u>Responsive Circles</u> |
|--|--|
| Welcome Building Community Reflect/Discussions Social Skills Teach | Discuss Teach Defuse Tension Problem Solve Repair Harm Farewell |

Student Voice Surveys, May 2022

In 2021-2022, the Student Voice committee administered 2 surveys to students—one to students in grades 3 through 6, and one to students in grades 7 through 12. These surveys were designed to solicit students' views on equity in our schools.

Parents/guardians were notified prior to administering the survey and were given an opportunity to opt their children out. Surveys were created in Google Forms. Below are the methods, preliminary findings, and data. We will continue to analyze the data in the coming months and provide recommendations for the main task force as well as the other subgroups.

High School Methods

Flyers were distributed during students' lunchtime that included a quick overview of the types of questions on the survey and a QR code that took the students to the Google Form containing the survey so that they could complete it on their phones during lunch.

Elementary School Methods

Each school's counselor visited the classrooms of students in grades 3 through 6. The counselors introduced the material in the surveys and briefly discussed the concepts of race, ethnicity, and culture so that students had at least a basic understanding prior to taking the multiple choice survey on their chromebooks.

High School Findings

- Diversity and inclusion seem to be the accepted norm at Central HS. In general, students and teachers tend to treat each other fairly regardless of race, ethnicity, or culture.
- There is an opportunity to increase the amount of instruction that encourages students to learn about, reflect upon, and have honest conversations about the experiences of people of other races, ethnicities, and cultures.
- There are few opportunities for students to have important conversations about race.
- There is an opportunity to increase understanding, connection, respect, and sense of belonging among students and adults.
- There is an opportunity to increase representation in the images and learning materials in school.

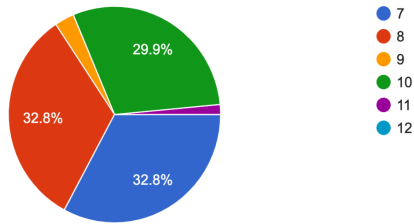
Elementary School Findings

- A vast majority of students feel like adults in their schools care about them and are fair to students from different races, ethnicities, and cultures.
- Students overwhelmingly indicated that they learn about people from different races, ethnicities, and cultures.

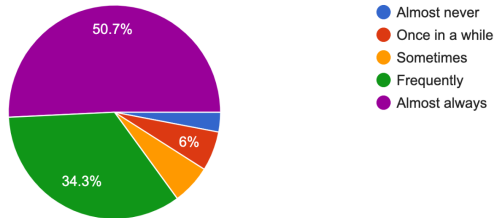
- While a majority of students feel that other students respect them and are kind to them, there is room for improvement here.
- There is some room for improvement with regard to students feeling a sense of belonging at school.

High School Survey Data

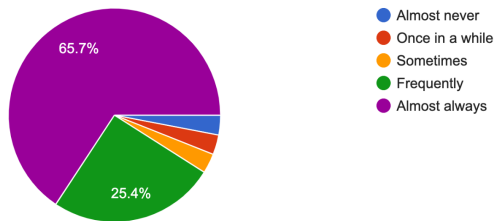
Grade
67 responses



How often do you spend time at school with students from different races, ethnicities, or cultures?
67 responses

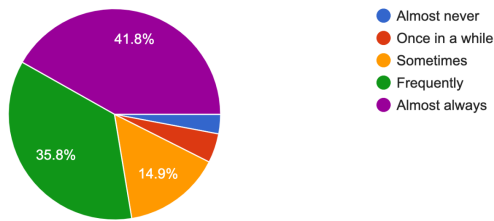


How often do you have classes with students from different racial, ethnic, or cultural backgrounds?
67 responses



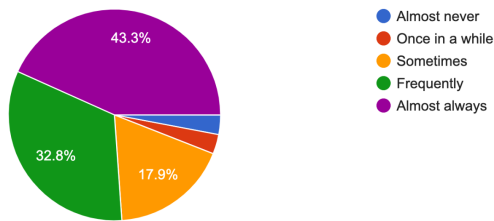
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?

67 responses



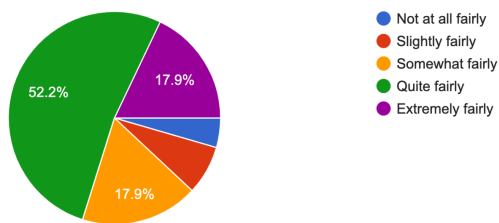
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?

67 responses



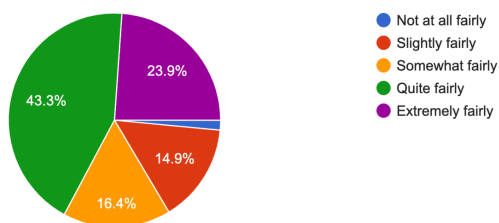
How fairly do students at your school treat people from different races, ethnicities, or cultures?

67 responses



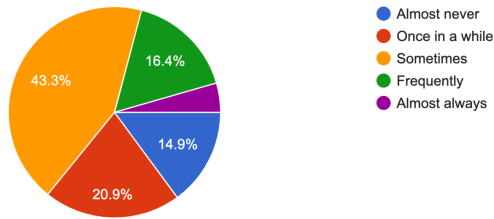
How fairly do adults at your school treat people from different races, ethnicities, or cultures?

67 responses



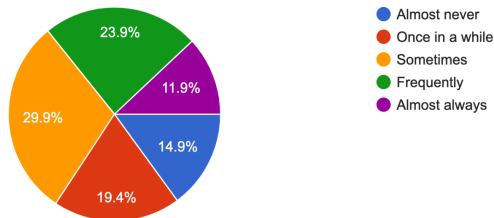
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

67 responses



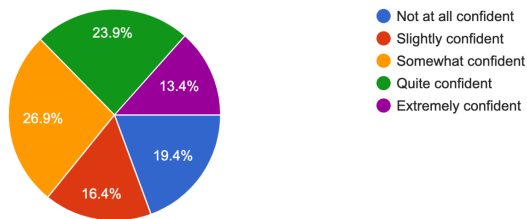
How often do you think about what someone of a different race, ethnicity, or culture experiences?

67 responses



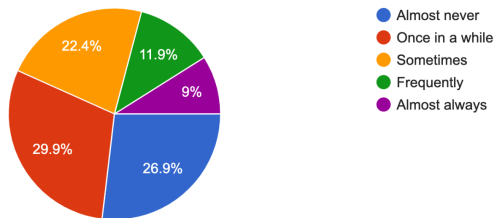
How confident are you that students at your school can have honest conversations with each other about race?

67 responses



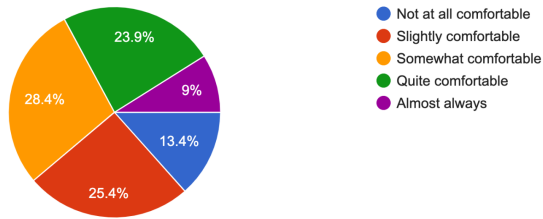
At your school, how often are you encouraged to think more deeply about race-related topics with other students?

67 responses



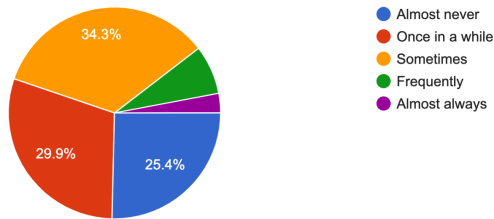
How comfortable are you sharing your thoughts about race-related topics with other students at your school?

67 responses



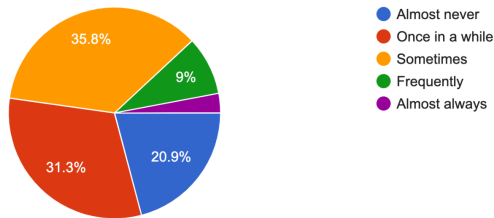
How often do students at your school have important conversations about race, even when they might be uncomfortable?

67 responses



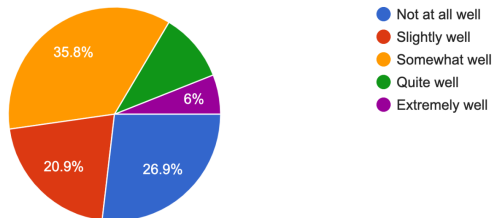
When there are major news events related to race, how often do adults at your school talk about them with students?

67 responses



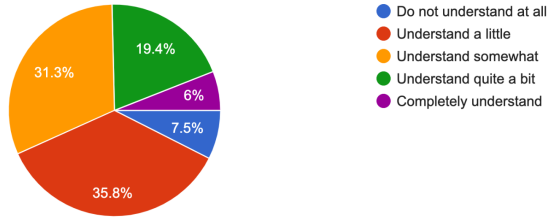
How well does your school help students speak out against racism?

67 responses



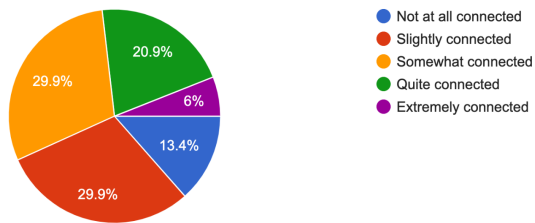
How well do people at your school understand you as a person?

67 responses



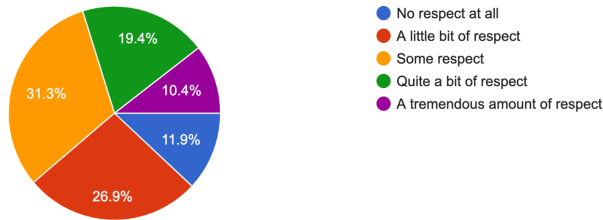
How connected do you feel to the adults at your school?

67 responses



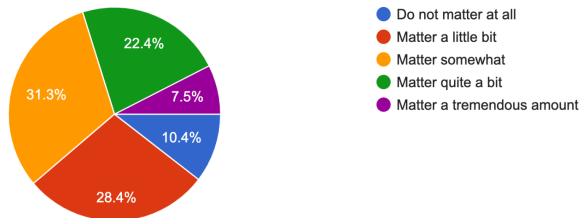
How much respect do students in your school show you?

67 responses



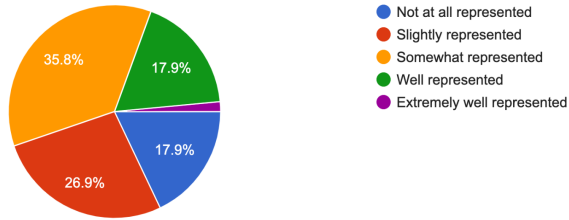
How much do you matter to others at your school?

67 responses



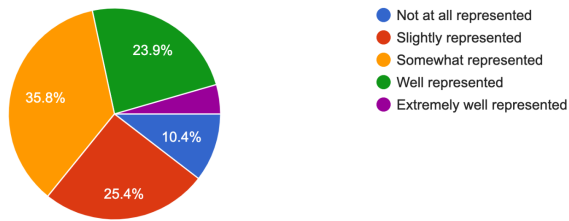
How well is your race, ethnicity, or culture represented in images around the school?

67 responses



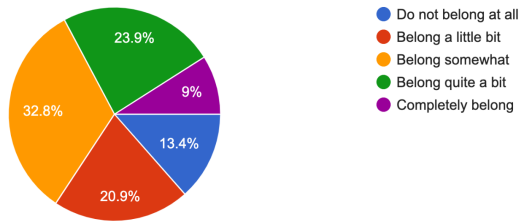
How well is your race, ethnicity, or culture represented in images in the books and learning materials you use in school?

67 responses



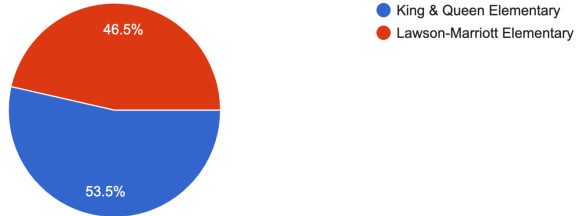
Overall, how much do you feel like you belong at your school?

67 responses

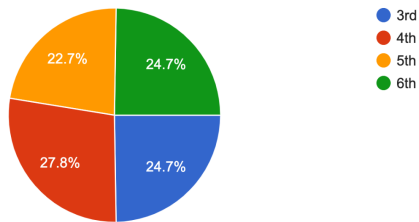


Elementary School Survey Data

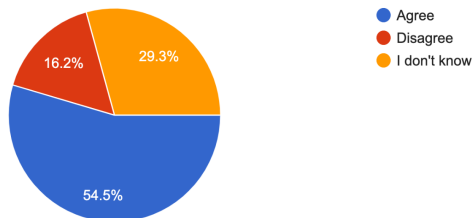
My school is:
198 responses



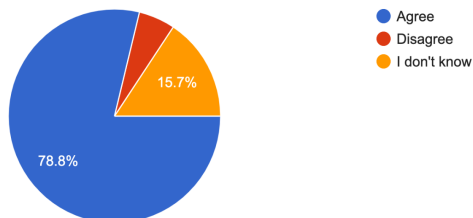
My grade is:
198 responses



I feel like the students in my school respect and are kind to me.
198 responses

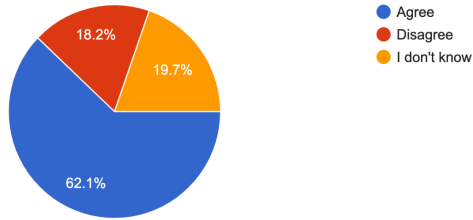


I feel like the adults in my school care about me.
198 responses



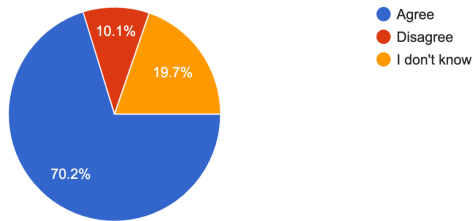
I feel like I get along with others.

198 responses



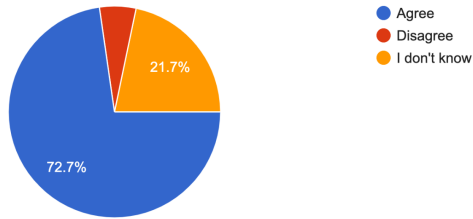
I feel like I am welcome and belong at my school.

198 responses



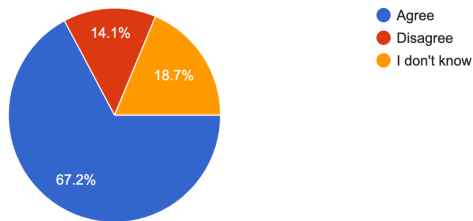
On the playground, I see students from different races, ethnicities, and cultures playing with each other. (Think about people who look different from you or others on the playground)

198 responses



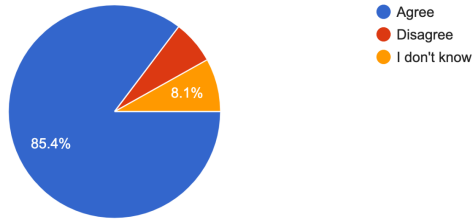
Students at my school are kind/fair to students from different races, ethnicities, or cultures.

198 responses



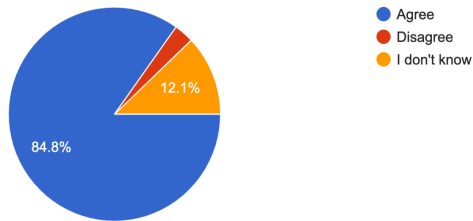
Adults at my school are kind/fair to students from different races, ethnicities, or cultures.

198 responses



In school I learn about people from different races, ethnicities, or cultures.

198 responses



Supportive Literature

- *Uncomfortable Conversations with a Black Man*, Acho, E.
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Alexander, M.
- *White Rage: The Unspoken Truth about our Racial Divide*, Anderson, C.
- *Educating Hispanic and Latino students: Opening Doors to Hope, Promise & Possibility*, Castellano, J.
- *African American Rural Education: College Transitions & Postsecondary Experiences*, Chambers & Crumb
- *Between the World & Me*, Coates, T.
- *Bright, Talented & Black: A guide for Families of African American gifted learners*, Davis, J.L.
- *Other People's Children: Cultural Conflict in the Classroom*, Delpit, L
- *An Indigenous Peoples' History of the United States*, Dunbar-Ortiz, R.
- *Recruiting & Retaining Culturally Different Students in Gifted Education*, Ford, D. Y.
- *The Autobiography of Malcolm X*, Haley, A.
- *Barracoon: The Story of the Last "Black Cargo"*, Hurston, Z.N.
- *How to be an Anti-Racist*, Kendi, I.X.
- *Stamped from the Beginning*, Kendi, I.X.
- *Savage Inequalities*, Kozol, J.
- *The Dreamkeepers: Successful Teachers of African American Children*, Ladson-Billings, G.
- *Lies my teacher told me: Everything your American History book got wrong*, Loewen, J.W.
- *Sundown Towns: A hidden dimension of American racism*, Loewen, J.W.
- *Abolitionist Teaching: We want to do more than just survive*, Love, B
- *His truth is Marching On: John Lewis & the power of Hope*, Meacham, J. & Lewis, J.
- *Affirming Diversity: The Socio-Political Context of Education*, Nieto, S.
- *Living Racism: Through the Barrel of the book*, Rajack-Talley, & Brooms, D. R.
- *Whistling Vivaldi*, Steele, C.
- *Just Mercy: A Story of Justice & Redemption*, Stevenson, B.
- *Black Fatigue*, Winters, M-F

Note from Dr. Davis: This list is in no way exhaustive, there are many other books addressing these same issues.

Books Teachers and Parents can Read with Young Students

- *All the Colors We Are*, K. Kissinger
 - a scientific look at why people have different skin colors
- *All Are Welcome*, A. Penfold
 - a poem about everyone being welcome in a school
- *Our Skin: A First Conversation About Race*, M. Madison & J. Ralli
 - talks about skin color and defines racism
- *Let's Talk About Race*, J. Lester
 - talks about our stories and how you have to look past skin color
- *The Other Side*, J. Woodson
 - a story of two children who live on the opposite side of a fence
- *Lovely*, J. Hong
 - talks about all of the ways people are lovely
- *Skin Again*, B. Hooks
 - talks about how our skins are just coverings and the need to look inside to get to know a person
- *We're Different, We're the Same* (Sesame Street), B. J. Kates
 - a look at how people have differences and similarities
- *Just Ask*, S. Sotomayor
 - about students with disabilities

Glossary of Important Terms

Anti-Bias: An active commitment to challenge bias within oneself, others and institutions

Bullying: Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three.

Classism: The marginalization and/or oppression of people who are from low-income or working-class households based on a social hierarchy in which people are ranked according to socioeconomic status.

Colorblindness: The racial ideology that suggests the best way to end discrimination is by treating individuals across cultures as equally as possible without regard to race, culture, or ethnicity. Colorblindness is a form of racism.

Culture: The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, relationships, family roles, communication style, clothing, etc.

Cultural Competency: Refers to a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural situations.

Cultural Mismatch: Variance, discontinuity, or difference between values, norms, traditions of teachers (or other authoritative figure) and students (or subservient group)

Culturally Responsive Teaching/Pedagogy: a student-centered approach utilizing students' unique cultural strengths, norms, and traditions to design and implement curriculum & instruction. (Based on early research of scholars Gloria Ladson-Billings, Geneva Gay, Lisa Delpit, A. Wade Boykin & others).

Diversity, Equity, & Inclusion (DEI): Broadly outlines institutional policies, procedures and practices to foster safety, respect, belonging, access and representation for all. These initiatives are designed to create an inclusive environment for all and address inequities for individuals with marginalized identities

Discrimination: The denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc.

Discrimination (*elementary school version*): Unfair treatment of one person or group of people because of the person or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

Diversity: The presence of variety within a group. The population of the United States is made up of people belonging to a diversity of groups characterized by culture, race, ethnicity, nationality, gender, sexual orientation, ability, etc.

Ethnicity: Refers to a person's identification with a group based on characteristics such as shared history, ancestry, geographic and language origin, and culture.

Disproportionality: Over- or under-representation of a particular group within a system. This condition creates disparities and inequities that cannot be corrected or remedied until recognition of underlying cause is addressed.

Equality: Everyone having the same rights, opportunities and resources. Equality stresses fairness and parity in having access to social goods and services.

Equity: Everyone getting what they need in order to have access, opportunities and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different, are necessary.

Gender: The socially-defined "rules" and roles for men and women in a society. The attitudes, customs, and values associated with gender are socially constructed; however, individuals develop their gender identities in two primary ways: through an innate sense of their own identity and through their life experiences and interactions with others. Dominant western society generally defines gender as a binary system—men and women—but many cultures define gender as more fluid and existing along a continuum

Injustice: A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.

Intersectionality: The examination of overlapping and connected social systems that compound oppression for individuals who belong to multiple marginalized social groups based on their race, gender, class, gender identity, religion, sexual orientation, disability, etc

Microaggressions: The brief and everyday slights, insults, indignities, and denigrating messages sent to people by sometimes well-intentioned White people who are unaware of the hidden messages being communicated.

(<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life> Sue, D.W., 2010)

Multicultural: Means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures

Prejudice: A premature judgment or belief formed about a person, group or concept before gaining sufficient knowledge or by selectively disregarding facts.

Prejudice (*elementary school version*): Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.).

Privilege: The unearned and often unrecognized advantages, benefits or rights conferred upon people based on their membership in a dominant group (e.g., white people, heterosexual people, men, people without disabilities, etc.) beyond what is commonly experienced by members of the marginalized groups

Race: Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups

Segregation: The separation or isolation of a race, class or other group by enforced or voluntary restriction of their access to housing, schools, etc. or by other discriminatory means

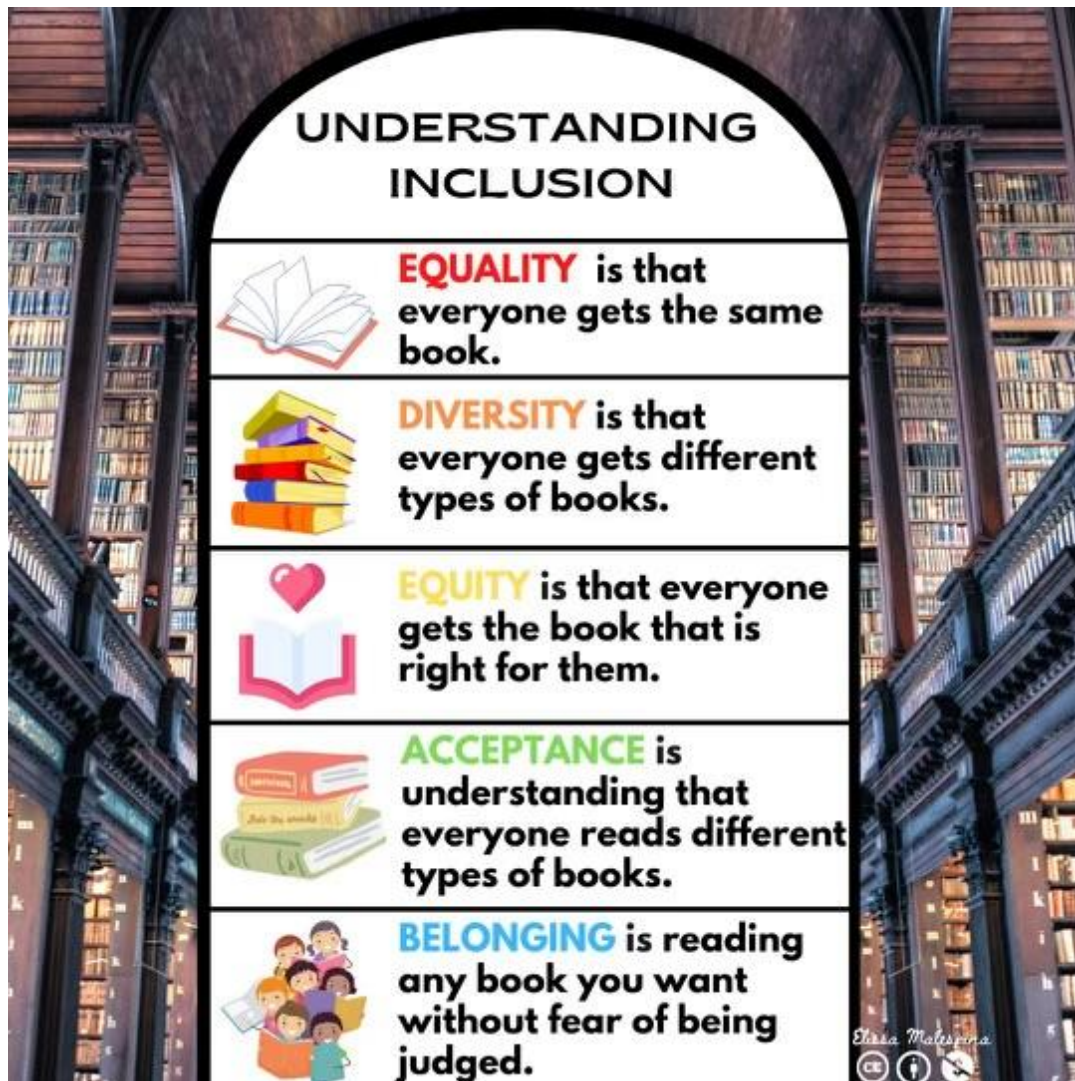
Social Justice: A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences

Systemic Racism: A combination of systems, institutions and factors that advantage white people and for people of color, cause widespread harm and disadvantages in access and opportunity. One person or even one group of people did not create systemic racism, rather it: (1) is grounded in the history of our laws and institutions which were created on a foundation of white supremacy; (2) exists in the institutions and policies

that advantage white people and disadvantage people of color; and (3) takes places in interpersonal communication and behavior (e.g., slurs, bullying, offensive language) that maintains and supports systemic inequities and systemic racism

Source: ADL.org (2022); JLDavis (2021)



Appendix A: Related Training

Virginia Code § [22.1-298.7](#) requires that all teachers and other licensed school board employees complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.

VDOE provides a training module that meets this requirement, which can be accessed at:

<https://www.doe.virginia.gov/teaching/licensure/cultural-competency/index.shtml>

The Virginia Board of Education's Guidance on Cultural Competency Training can be accessed at:

<https://www.doe.virginia.gov/teaching/licensure/cultural-competency/guidance-on-cultural-competency.pdf>

Professional Development on Equity in KQPS

- 2020-2021
 - Equity 101: Making it Work- This session was designed to introduce participants to basic language of 'equity' and how its achievement in schools benefits all students and educators
- 2021-2022
 - Restorative Practices
 - Pat Clark, ODU
 - Culturally Competency: Core Skills for all Educators- This session was designed to take participants to a deeper level of understanding of how using culturally responsive teaching and establishing fair and equitable relationships with all students creates welcoming and accepting school environments.
 - Dr. Davis
 - Culturally Responsive Teaching, Pt 2 - During this session, participants learned strategies to adjust and modify curriculum and relationships with students to help all students feel a stronger sense of belonging and that their historical legacies are valuable to the educational experience of all students.
 - Dr. Davis
- 2022-2023
 - Navigating multiple social identities- During this session, participants will become aware of the multiple social identities that all students bring into the classroom that impacts their learning. Their family background, income, cultural identity, language differences, exceptional conditions,

and other subtle social identities are critical for educators to understand in order to create inclusive teaching and learning environments.

- Dr. Davis
- Achieving Equity through Self-Advocacy- During this session, participants will engage in strategies to help students become stronger advocates for themselves to ensure that educators understand what their needs are and how to 'listen' to the student voice. In this session, we will cover advocacy for students based on cultural differences, language, and exceptional conditions.
 - Dr. Davis

Appendix B: Membership of Equity Task Force 2021-2022

| <u>Name</u> | <u>Title</u> | <u>School/Organization</u> | <u>Work Group</u> |
|----------------------|--|-----------------------------------|-----------------------------------|
| Allison Jordan | Assistant Superintendent for Instruction | Division | Equity Committee Co-chair |
| Dr. Joy Lawson Davis | Coordinator of Equity Initiatives | Division | Equity Committee Co-chair |
| Zoe Woods | Student Representative | LMES | Student Voice |
| Aaliyah Owens | Student Representative | CHS | Student Voice |
| Judy Sallam | Student Representative | KQES | Student Voice |
| Shanté Harvey | Principal | KQES | Student Supports, Chair |
| Preston McKellar | Assistant Principal | CHS Middle School | Community Engagement, Chair |
| Jessica Harris | Gifted Education Coordinator | Division | Student Voice |
| Sharon Martin | Instructional Coach | Division | Curriculum and Instruction, Chair |
| Emma Hundley | Chief Financial Officer | Division | Curriculum and Instruction |
| Dr. Rob Wright | Director of Special Projects | Division | Student Voice, Chair |
| Kenneth Byrd | President | K&Q NAACP | Community Engagement |
| LaVera Hamilton | Librarian | LMES | Curriculum and Instruction |
| Jenny Powell | History Teacher | CHS | Curriculum and Instruction |
| Christina | Extension Agent | VA Cooperative | Community |

| | | | |
|---------------------|-------------------------------|-------------------------------------|----------------------------|
| Ruszczuk-Murray | | Extension | Engagement |
| Rev. Vera Ship | Asst. Pastor | Zion Baptist Church, Cumnor | Student Supports |
| Claire Keener-Eck | Education Specialist | Thrive VA | |
| Brittany Lawson | Program Coordinator | Dept. of Social Services | Community Engagement |
| Garolyn Garnett | Alumni President | CHS Class of 1972 | Community Engagement |
| Carmina Galvez | Education Specialist | Thrive | |
| Erica Jenkins | Teacher | KQES | Community Engagement |
| Pia Holmes | Counselor | KQES | Student Support |
| Makesia Draper | Special Education Teacher | CHS | Community Engagement |
| Heather Winder | Cafeteria/Parent | CHS | Community Engagement |
| Stephanie Lambrecht | Director of Special Education | Division | Curriculum and Instruction |
| Charlene Davis | Parent | CHS parent | Student Support |
| Rev. James Hill | Pastor | Bethlehem Baptist Church, Bruington | Community Support |
| Deputy Barry Radden | Deputy | K&Q Sheriff's Office | Community Engagement |

KQES - King and Queen Elementary School
LMES - Lawson-Marriott Elementary School
CHS - Central High School

Appendix C: King and Queen School Board Policy JB

EQUAL EDUCATIONAL OPPORTUNITIES/ NONDISCRIMINATION ([File: JB](#))

I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to sex, sexual orientation, race, creed, color, national origin, gender, gender identity ethnicity, religion, disability, ancestry, marital or parental status or any other unlawful basis. Educational programs shall be designed to meet the varying needs of all students.

The School Board

- provides facilities, programs and activities that are accessible, usable and available to qualified persons with disabilities;
- provides a free, appropriate education, including non-academic and extracurricular services to qualified persons with disabilities;
- does not exclude qualified persons with disabilities solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- does not discriminate against qualified persons with disabilities in the provision of health, welfare or social services.

II. Complaint Procedure

A. File Report

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the Compliance Officers designated in this policy or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the Compliance Officers designated in this policy or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the Compliance Officers designated in this policy.

The reporting party should use the form, Report of Discrimination, JB-F, to make complaints of discrimination. However, oral reports and other written reports shall also be accepted. The complaint should be filed with either the building principal or one of the Compliance Officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to the Compliance Officer. Any complaint that involves the Compliance Officer shall be reported to the superintendent.

The complaint, and identity of the complainant and of the person or persons allegedly responsible for the discrimination, will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant. A complainant who wishes to remain anonymous will be advised that such confidentiality may limit the school division's ability to fully respond to the complaint.

B. Investigation

Upon receipt of a report of alleged prohibited discrimination, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which should generally be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint, by giving written notice that the complaint has been received, to both the person complaining of discrimination and the person or persons allegedly responsible for the discrimination. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the person or persons allegedly responsible for the discrimination will be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the complainant and the person or persons responsible for the alleged discrimination. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or designee shall issue a decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken. This decision must be provided in writing to the complainant. If the superintendent or designee determines that prohibited discrimination occurred, the KING AND QUEEN School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

D. Appeal

If the superintendent or designee determines that no prohibited discrimination occurred, the student who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the superintendent who shall

forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the superintendent and any other individual the School Board deems relevant. Written notice of the School Board's decision will be given to both the complainant and the person or persons responsible for the alleged discrimination.

If the superintendent or designee determines that prohibited discrimination occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

E. Compliance Officer and Alternate Compliance Officer

The School Board designates a Compliance Officer responsible for identifying, preventing and remedying discrimination as well as receiving complaints under this Policy. The name and contact information for the Compliance Officer is posted on the Division's website at all times. The Compliance Officer may be contacted at King and Queen School Board. slambrecht@kqps.net Complaints of discrimination may also be made to the Alternate Compliance Officer at the King and Queen School Board Office, PO Box 97, King and Queen C.H., VA 23085

The Compliance Officer

- receives reports or complaints of discrimination;
- conducts or oversees the investigation of any alleged discrimination;
- assesses the training needs of the school division in connection with this policy;
- arranges necessary training to achieve compliance with this policy; and
- ensures that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity and has the authority to protect the alleged victim and others during the investigation.

III. Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

IV. Right to Alternative Complaint Procedure

Nothing in this policy denies the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

V. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. All students and their parents/guardians shall be notified annually of the names and contact information of the Compliance Officers.

VI. False Charges

Students or school personnel who knowingly make false charges of discrimination shall be subject to disciplinary action.

Adopted: 12/12, Updated: 6/20

Legal Refs: 20 U.S.C. §§ 1681-1688.
29 U.S.C. §§ 794.
42 U.S.C. §§ 2000d through 2000d-7.

34 CFR 106.9.

Code of Virginia, 1950 as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 22.1-212.6:1.

| | | |
|-------------|----------|---|
| Cross Refs: | AC | Nondiscrimination |
| | AD | Educational Philosophy |
| | GB | Equal Employment Opportunity/Nondiscrimination |
| | JB-F | Report of Discrimination |
| | JBA | Section 504 Nondiscrimination Policy and Grievance Procedures |
| | JFHA/GBA | Prohibition Against Harassment and Retaliation |

Appendix D: King and Queen School Board Policy DAB

EQUITY POLICY ([File: DAB](#))

A. Purpose

The King and Queen County School Board has adopted this policy to ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating the commitment of equity and fairness across the school division. The King and Queen County School Board recognizes that to achieve its goal of becoming a model rural division, it must improve achievement for all of its students, regardless of sex, gender, gender identity, race, color, national origin, disability and/or gifted ability, religion, ancestry, political affiliation, age, marital status, genetic information, sexual orientation or any other characteristic protected by law. The King and Queen County School Board is committed to creating, building and sustaining a racially, ethnically, culturally and economically sensitive environment that provides equitable access to a high standard of educational success for all students. The King and Queen County School Board recognizes that equity does not mean equal, but rather the establishment of high standards for all students while providing the opportunities, support, settings and resources so that all students receive a high-quality education in order to achieve the high standards established by the King and Queen County School Board.

B. Factors to be Considered

The King and Queen County School Board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the quality and stability of the teachers in a school; (2) the quality and stability of leadership in a school; (3) the allocation of resources, both fiscal, operational and structural necessary to support high levels of student achievement; (4) the goal of high expectations for all students; and (5) the provision of school and classroom settings with students from diverse backgrounds. In recognizing these critical factors, the King and Queen County School Board reaffirms its commitment to the goal of educational excellence and equitable opportunities for all its students.

C. Goals

The King and Queen County School Board has established the following goals for schools as guidance to promote the equitable distribution of division resources and opportunities:

1. Student enrollment should not exceed school capacity.
2. All schools that exceed physical capacity (or geography) to meet the minimum enrollments will be evaluated for expansion.
3. All teachers at each school will be properly licensed and endorsed.
4. A comparable and healthy distribution of teacher experience will be maintained in each school. This distribution will be reported annually to the King and Queen County School Board.
5. The school division meets the Standards of Quality. The King and Queen County School Board strives to provide, and values, additional personnel as resources allow. The School Board's goals are as follows: (1) Each elementary school/middle school (PK-7) will have a School Counselor, Nurse, School Secretary/Bookkeeper, Art Teacher, Music Teacher, Media Specialist/Librarian and PE Teacher. (2) Each high school will have an Assistant Principal, Guidance Counselor, Media Specialist/Librarian, Nurse, School Secretary/Bookkeeper and Department Chairmen in English, mathematics, science, social studies, fine arts, CTE, and special education.
6. The target teacher to principal ratio is no more than 25 to 1. The Assistant Principal(s) will be considered in computing this ratio.
7. Each school will strive to have successful parent and community involvement.

8. Each elementary school will continue to maintain: cafeteria, gymnasium. Each middle and high school will continue to maintain: cafeteria, gymnasium and auditorium.
9. Each elementary school will continue to maintain a fine arts (art, music) room. In addition to classroom space for core subjects, each middle and high school will continue to maintain space for fine arts and career and technical education offerings. Each high school will continue to maintain its own athletic stadium, track, and athletic fields.
10. The school division strives to reduce the number of student disciplinary actions involving suspensions and expulsions.

D. Measurements

On at least an annual basis, King and Queen County Public Schools shall measure critical factors in student achievement and discipline. The measurements are designed to assess the impact of current strategies and to assist with the development of budget and capital improvement plans. The measurements shall include, but not necessarily be limited to, the following:

1. The availability of educational opportunities.
2. Student achievement.
3. Student discipline data disaggregated by gender, race, ethnicity, economically disadvantaged, ELL (English Language Learners) and special education.
4. The availability of instructional materials and supplies.
5. The availability of media equipment and resources.
6. The availability of technology.
7. The status of facilities.
8. The number of properly licensed and endorsed faculty.
9. The diversity of administrative, academic and other staff at all levels and all facilities.
10. The teacher/student ratios.
11. The teacher turnover at each school.
12. The distribution of experienced teachers.
13. The amount of Title 1 funds allocated to each school.
14. The enrollment and achievement data - disaggregated by race, ethnicity, socio-economic status, ELL, special education (504) and gifted learners.
15. The extent of family and community involvement.
16. Diversity in honors and gifted programs, including the Chesapeake Bay Governor's School, Maggie Walker Governor's School, Bridging Communities Regional Technical Center, and Cosmetology.

E. School Funding

The King and Queen County School Board commits to aggressively seek the funding necessary to guarantee equity in the allocation of resources to every school throughout the school division and to support the Superintendent's implementation of a framework to attain full accreditation for all schools and status for each school under Every Student Succeeds Act of 2015 (ESSA). The King and Queen County School Board will continue to seek the cooperation and support of the King and Queen County Board of Supervisors, Commonwealth of Virginia, and the Federal Government of the United States of America to obtain the funds necessary to provide for the achievement of all students who attend King and Queen County Public Schools. The King and Queen County School Board supports the aggressive pursuit of grant funding in order to achieve its educational goals.

F. Annual Equity Report

The Superintendent shall report once a year at the regular King and Queen County School Board meeting in December on the school division's status of allocating the division's resources in an equitable manner among the division's schools. This annual report should at least include the following:

1. The number of properly licensed and endorsed teachers at each school.
2. The experience of the teachers and instructional staff at each school.
3. The amount of teacher turnover at each school.
4. The annual funding allocated to each school outside of Title 1 funds.
5. The amount of Title 1 funding allocated to each school.
6. The enrollment of the school, disaggregated by race, ethnicity, socioeconomic status, English Language Learners, special education, students with 504 plans, gifted learners and advanced courses.
7. Student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, students with 504 plans, gifted learners and advanced courses.

Based upon report, the Superintendent shall develop an annual Equity Plan or plan update. Annually, the King and Queen County School Board in conjunction with the beginning of the budget process will review the Superintendent's report and Equity Plan to ensure that all students are being provided equitable access to excellent educational to ensure that all students are being provided equitable access to excellent educational opportunities.

G. Equity Community Advisory Committee

1. The King and Queen County School Board establishes an Equity Advisory Committee to work with the Superintendent to assist in the development of the division's improvement plan and to advise the Superintendent on equity issues within the school division. The Equity Community Advisory Committee shall also assist the Superintendent in developing strategies for ensuring that equitable educational opportunities are being provided to all of the students who attend King and Queen County Public Schools.
2. The Equity Community Advisory Committee is an advisory committee of the King and Queen County School Board and shall include the Superintendent as well as at least seven (7) other members appointed by the King and Queen County School Board.
3. The seven (7) members of the Equity Community Advisory Committee shall include, but not limited to, one (1) member of the school administration, one (1) member from the parent teacher organization from each school to total three (3) members, and two (2) members who are citizens of the County of King and Queen. The Superintendent shall serve as an ex-officio member of the Equity Community Advisory Committee.

4. Community Advisory Meetings

The Community Advisory Committee shall meet as needed, but not less than two (2) times annually. The Superintendent in accordance with state and local statutes shall set the time and place of committee meetings. The King and Queen County School Board Clerk shall maintain meeting agendas in the School Board Office records.

Adopted: 3/20

Cross Refs: BCE School Board Committees
 BCF Advisory Committees to School Board
 DA Management of Fund