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Loudoun County School Board, Equity Committee Meeting, Thursday, June 6, 2024

Date Thursday, June 6, 2024
Place Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
Length 1h 38m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/954625376?rel=0>
- BoardDocs (School Board): <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-21. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:05] Good evening. I will call the equity committee meeting to order. It is 532. Our first item, and each of you has an agenda. Our first item is public comment, and we have one person, I think, for public comment, and we're going to give you three minutes.

[00:00:44] Good afternoon. This committee needs to speak, and it needs to speak loudly about renaming the schools connected to the lost cause narrative there are those even on this committee we good okay okay good afternoon this committee needs to speak and it needs to speak loudly about

[00:01:21] renaming the schools that are connected with the lost cause narrative there are those on this committee and school board who do not understand the importance of doing so. In 1865, more than four million people were enslaved. Connecting, continuing to connect our history to the past needs to be understood in a different light. This is not about changing history. It's not about

[00:01:58] erasing history. It's about understanding our world today better. There were those who made the comment, well, it's not the same thing as when during the Holocaust. I am Jewish.

[00:02:14] We don't compare traumas. What happened to the Jews in Europe during World War II was horrific what happened when africans were enslaved and brought to america was horrific we we don't compare their traumas but this committee must speak and make sure that voice

[00:02:43] is heard thank you black lives matter thank you now we will um approve the minutes from the last meeting um you received them electronically i think and um do you need any time to take a look

[00:03:09] at them at this point we could take two minutes would be great do i hear a motion to approve the

[00:04:24] minutes of our last may 2nd meeting motion to approve the minutes of thursday may 2nd um excuse me there's a we need your name okay i'm sorry there was a date error on the meeting minutes It said May 2nd, 2023, instead of May 2nd.

[00:04:45] Okay, so that motion would be with the indicated correction. Right, so motion to approve the meeting minutes as amended for May 2nd, 2024. Okay, do I get a second? A second.

[00:05:01] Raquel Chapman. Your name? Raquel Chapman. Okay, did you give your name? I didn't, Tom Ketchum. Okay, it has been properly moved and seconded that we receive or accept the minutes from the May 2nd, 2024 meeting.

[00:05:19] All in favor say aye. All who oppose. Okay. If you remember, we have had the three meetings as indicated. When you came in, you were given a purple sheet. You've had a green sheet, a yellow

[00:05:51] sheet, a sheet with green leaves on it. And now today you have a purple sheet. Okay. The purple sheet indicates the responses that the groups gave at our last meeting. And if you were at the table where you were last time and those who were absent we assigned you to a table but you will sort of take ownership in that table's minutes or that table's priorities will you take those priorities that are assigned to your table or that your table came up with at our last meeting

[00:06:31] and as Dr. Ellis Williams goes through our strategic plan I want you to actually take a pen or a pencil and write in your strategic plan, which you got a copy of today, where your table's priorities would be represented.

[00:06:57] For an example, for today, table one, consistent, accountable, visible practices in schools by equity leads, measurable goals as they relate to the strategic plan, inclusive environments to include diverse and representative staff to reduce and eliminate hate speech.

[00:07:21] Okay, those are the three things that Table 1 came up with. At Table 1, as Dr. Ellis Williams goes through the strategic plan, you would actually write where your number one priority would be addressed, and there are four goals to the strategic plan that you were given today.

[00:07:44] And the strategic plan, I think, starts on page 11 of the packet that you have today. I want you to see where it is that your goals would be placed in that strategic plan. That would show that we started with us being given information about the DEIA department.

[00:08:04] Then we had you to write your list of priorities. Then we gave you your list of priorities and had you to sit as a group and come up with three from that list. Not that every single priority that was listed is appropriate for the equity committee.

[00:08:26] For an example, one of the priorities that was given was the charge that was given against Lawton County Public Schools to the AG office.

[00:08:53] That is not for the equity committee. That is for sources outside of the equity committee, okay? And that would be dealt with by the institution or the organization that brought those charges, not the

equity committee, because we don't bring charges against the school division in which we are a part.

[00:09:13] So I just want you to know that some of them were not appropriate. And then there was one that related to biological girls and biological boys being in specific places in the building. That's not for the equity committee.

[00:09:30] That is an opinion, but it's not something that we would deal with as an item from the equity committee. If you have opinions, that's fine, but the equity committee does not deal with or cannot deal with a policy that's already been passed.

[00:09:51] OK, so what we're going to do at this point is ask Dr. Ellis Williams to go through the updated strategic plan. And you at your tables will determine which of your priorities would be under goal one, goal two, goal three or goal four.

[00:10:30] So as we re-anchor in our purpose and our lines of effort as a committee, with respect to what Dr. Deans just mentioned, it is my understanding at the last meeting you were given an opportunity to discuss priorities, and I'm not sure how that was articulated because what came about in two rounds were actually what it was that you were prioritizing as an individual.

[00:10:58] So I just want to anchor and center us back into the fact that as a collective body, our responsibility is to move with the lines of effort towards the strategic goals for LCPS. So even if it is something that's grinding your gear or something that you find to be of importance to you, to the persons you are associated with or in your household, this is not the place to bring those efforts.

[00:11:28] So when Dr. Dean and I spoke last, I thought it would be prudent for us to take a look at an overview, because you have copies to look at in depth, but I was just going to give a high-level overview of what the strategic goals are for LCPS, and I know that we've sat in various spaces and we've heard various iterations of it, but I think it's important to anchor us back into our why.

[00:11:50] So we had our individual whys, which we shared in the beginning, but as a collective body to help move the needle to improve outcomes, equitable outcomes, equitable access without barriers for each and every student in this division, we have to be mindful that that is the space and the spirit of this committee. So as you can see in the 1LCPS 2027 Strategic Plan for Excellence, that is excellence for each and every child. When we look at page, it's not actually numbered, but when we turn to goal one, and it's okay if you don't follow along in your reading,

[00:12:27] but I will read out the overarching. Goal one is empowered students. Our goal as a division and the lines of effort from this committee is to prepare students to be knowledgeable, critical thinkers, communicators, collaborators, creators, and contributors. Followed by goal two, exemplary staff. Our lines of effort are to contribute to how do we recruit and have persons that are the best persons to be in front of our students, to cultivate high-performing teams of professionals committed to realizing our mission and our goals. Goal three is an enriched division, which is

[00:13:06] to maintain an inclusive, safe, caring, rigorous learning environment as a foundation for student growth. And the fourth overarching goal is engaged community. Enhance educational excellence through building meaningful relationships with family and community. So when we think about the lines of effort that we are going to be willing participants as members of this committee, that's where we anchor into. It's not a just me moment. It is not about what's upsetting to me personally, because one of the things

that I think we all need to own and recognize when we come to be a part of a collective body, we're thinking about the good of

[00:13:45] all. It's not about just what my perspective, what my stance is, and I quote my grandmother who would always say, like, you have to stand for something, otherwise you'll fall for anything. And we all have our individual convictions, but what brings us together here is, at least my understanding, is that we have a common goal, which is to continue to support each and every student in the LCPS division. At this time, I'll be opening up the floor for questions and or comments or if something that's within the construct of these four goals resonates with you as it relates to what you have

[00:14:23] on the table. To the point that Dr. Deans made, there were some items that were in there that actually would cause harm to one group by mitigating for the other. That is not the spirit of this organization or this committee. And what I would like for you to do is open up with those goals from your table and share with us and with the group which goals from your table are applicable to I'm sorry which priorities are applicable to goal one goal two goal three and

[00:14:58] goal four just a quick just a question is it are we still open for questions for clarification I was I'd open up for questions and clarification first yes so a few questions and maybe a few comments. So question is, I think you, Dr. Deans, as well as you've mentioned that we're not to come here with our individual priorities. I completely agree. I would say, however, 50% of the committee

[00:15:31] is made of representatives from organizations. So we're not coming here with our individual comments, our priorities. We're coming here based on the feedback from our collective group. So we're the representative that's bringing that feedback to this committee also kind of the crux of this committee was a result of that charge of discrimination so this committee was actually formed and some of the basis of the members in this committee was a direct result of that

[00:16:10] so if we are going to kind of push especially like the terms of conciliation to the side that's concerning so those are kind of my comments and questions right so I wasn't aware that we were pushing it to the side this is a space for everyone to be learned about it so it's not the place to make the sausage about it but it is something that is of this committee should be aware that it exists and what's a part of it but it's not this committee's charge to take action if you will other than being informed and then being in the spaces to the point of public comments tonight

[00:16:48] to say, hey, I know what's going on, and this is what we're proposing, and coming into this body and saying, hey, I'm trying to find like-minded people that will galvanize this effort so that we can bring this level of understanding so that we can affect change. So I agree with you, and I apologize that that wasn't explicitly stated as a means of bringing lines of effort.

[00:17:10] I appreciate the clarification. Thank you. Absolutely. Yes, sir? Your name? My name is Hugo Grayling, and I was wondering, I'm looking at the sheet with the leaves on it, and it's titled 2023 Equity Committee Priorities, and on that sheet is the Enforce the Physical Separation line, and that bothers me. It bothers me too. Can we get an updated list that does not

[00:17:43] have that on there? This document, which we'll have to flesh out, and with Dr. Dean's permission, if she'd like to take it there tonight, that's fine. I feel wholeheartedly, as you do, not just about that one, but about multiples. And again, when we are coming together and it's been articulated that we

have an equitable voice, that we can come and talk about what's going on, we have to be mindful that we're not causing harm when doing so.

[00:18:09] So in my opinion, me, Dr. Ellis Williams, that is harmful to children, period. And so, again, we have to bring us back because this committee has the potential to be a strong voice within the construct of LCPS as it relates to policy, as it relates to moving the needle, so that no child is feeling ostracized, marginalized, or not able to succeed due to not feeling welcomed, affirmed in the assets and the bodies in which they exist.

[00:18:45] So I completely agree with you. It was explained when you had those, or when you received those, is that they were typed exactly as you wrote them, whether that was correct or not. And then as your group, you were supposed to ferret that out and choose or select the ones that were applicable.

[00:19:02] So for you, you may take your pen and mark out what you don't like, but it was written, I didn't want to erase yours or erase hers. I typed them all as they were written and turned in to us. But as we now agree that that is not part of our goals, someone can look at this sheet and say, it's a 2023-24 equity committee priority.

[00:19:27] Why is it not being done? - All priorities that were listed as number one. It was explained what they are. Only this committee wouldn't have the opportunity to explain to others that this was just a list. It is not to be published.

[00:19:44] It is for our discussion. And we went from that sheet to the yellow sheet, and from the yellow sheet to the green sheet. And so what we ended up with is the purple sheet that you received today. Correct. Okay. Thank you.

[00:20:00] So there has been an evolution in the documents. I think tonight we will definitely capture the feedback that has come about this evening, regardless of the color of the sheet. And we have one more. We can have as many, but I know I had someone on deck. But I think that going back to those previous sheets is counterproductive in the process.

[00:20:21] The process was individual, group, and now it has been narrowed down to the groups at the table. But I think it's counterproductive to go back to those initial lists.

[00:20:39] So to clarify, since I am now at table four, and that's on that list on the purple sheet, Can we strike that completely from our discussion as it relates to the question that was just asked about how these relate to the priorities in the LCPS plan?

[00:20:58] We can just strike number two completely from our discussion. Is that correct? They are not a part of the strategic plan. What we're doing is trying to get to the strategic plan that was given to you today so that you can align something with the strategic plan.

[00:21:18] Right. my question is since we've discussed that this is not an appropriate discussion for this committee can we strike number two from table four's list sure okay thank you anyone else yes sir name hi uh mark lucero um i think just to put things in perspective our job is not to make decisions our job here in the committee is to make recommendations to the school board uh to influence policies and

[00:21:51] influence changes we're not making any decisions here we're just we're many voices um and uh you know i think that you know i don't agree with everything that's on this list um and i'm sure that others don't agree with everything that's on this list i just think that i would caution that it's um there's danger in

trying to erase voices uh especially voices that are here to represent parts of the community so I would just like to offer that as kind of a warning that we don't want

[00:22:26] to do that thanks thank you and to add to that that was the explanation I gave you when I gave you the list is I did not choose to erase voices I typed everybody's voice and then you were to narrow it down from everybody's voice right and and I think I understand that it's just that there's been some discussion here today about striking things and erasing things so I just wanted to share that opinion thank you for that feedback and i do agree sometimes uh when we're in spaces there could be inherent assumptions that everyone is having a level of understanding so the educator

[00:23:05] in me like i share with dr deans i'm always trying to make sure that there's clarity and understanding around yes we don't want to silence anyone's perspective but we're also not going to amplify it if it's causing harm to any of our students or family or community members so i will anchoring that as well and i wouldn't again the spirit of this committee is not to cause harm is to mitigate harm so if the opinion that's being had is that one of which would cause harm we will we would kindly and respectfully ask that it be withheld because it's not the space to bring that

[00:23:42] about i i totally agree with you and i think that you know historically in this school district this particular issue has caused physical harm, and I don't need to bring up the past.

[00:23:58] So I think there are methods, there are ways to overcome these challenges that are not taking away rights from one person or one group of people. I think that there's a way that we can find solutions that negatively impact everyone equally, I think you could say.

[00:24:22] thank you anyone else so it was table four that had that and if you were absent and you were assigned a table maybe you don't ascribe to what it is that is at your table but it's because you were absent and you were not at a table so we assigned you to a table for discussion right but

[00:24:55] we're at different tables than when we came up with this list yeah i was over there we were both over there at table two or table five rather i think table five no we were both here we were both at table five. So is everybody else at the table that they were at last month? Okay, yes, I don't think most people are at the same table. Table, can you deal with the table where you are

[00:25:34] today for discussion so that we can get feedback? I actually think that's a good idea because now we're basically taking other people's sense of priorities and trying to assign it to how it fits in with the plan, which has caused us to think about how other people within the committee are thinking about these things. So I think actually at the end of the day, it's probably the right thing for us to have changed tables. Okay. So I'm going to walk around and see which strategic goal

[00:26:10] you have assigned your list to. That's what I want, is for you to decide which strategic goal table four's list fits in. And it may fit in more than one. Point of clarification, Dr. Deans, would it be a clearer experience if they were, if they took the opportunity to read through and

[00:26:40] refresh with the goals and then look to see if there is a intersectionality or not 11 there's a more in-depth discussion of the goals on page three you just have a listing of the goals but

[00:26:59] on page 11 it tells more detail what each goal means so that might be helpful as well yes hi

[00:27:36] todd ritchie um so i'm kind of confused why we're even doing this to be quite honest because the equity committee charter says that we are to research current LCPS practices and policies related to

equity across the division. So this isn't reviewing current policies and practices.

[00:28:00] Our strategic goals inform every other tenant of our division. So everything that is a policy goal is either being reviewed or is currently aligned with what these strategic goals are. So everything that exists from the bus routes that are planned to the courses that are offered to the ways in which we engage with our students and families and community is anchored in this document.

[00:28:25] Well, I would agree with that, but that to me doesn't seem like what we're doing here. The exercise within itself, I can agree with, but what the end goal is, is for us to have an understanding of what the goals are so that we can have a collective thought and understanding and articulation around how we're going to support those lines of efforts.

[00:28:47] So I agree the objective of this, the paper from one color to the next, served a purpose, and Dr. Deans can articulate that further. I actually was at a conference when that took place, so I couldn't speak to the why behind it, but Dr. Deans has articulated to me why it was done.

[00:29:06] But the goal tonight is to make sure that we do have the opportunity to anchor in what our strategic goals are to be able to become one of many lines of effort so that we can accomplish them. And these are current because you gave them to us currently.

[00:29:24] You gave them to us this spring. So this purple sheet came from this room. So that's why it's current. So we're researching current practices or current thoughts that were provided to us by the people in this room.

[00:29:42] Correct, but maybe I'm not understanding the summary of our equity committee charter because to me when it says research current LCPS practices and policies, we should be going through the policies that Loudoun County has and looking to see if there's any areas in there where there might not be equity.

[00:30:00] That's the way I read that, not come up with something new. we're not the persons to just open up policy as policy is reviewed in a five-year cycle and there's a succession by the school board those policies when they come up they are shared with us and then they're shared out they're shared with us me in my office and in dr dean and they're shared out to you to review we don't review policy as an entity for the sake of reviewing policy it's when policy is up to be able to give that input at that appropriate time so we're not here They're just sifting through policies, trying to put our footprint on the policy.

[00:30:35] That is done in a succession that is already calendared and aligned with that five-year proposal. Right, but we get emails with draft policies. I mean, shouldn't we be reviewing those policies here as a group? And you are giving them so you have the time for you to marinate in them and then give that feedback and submit it, yes.

[00:30:54] but it's not to be Brandeis or shared in this space per se unless that was a motion by the committee to move in that direction which it has not been thus far yes ma'am one thing that might be helpful um on my end is can you pull your mic up to you closer I apologize I couldn't hear

[00:31:31] one thing that might be helpful um for me specifically is if we had some time set aside to talk about what our vision was for the outcome of these committee sessions so we're working towards that vision for next year just to get a better understanding of what we should accomplish during each session

and what by the end of the year would it look like if we moved the needle forward. Thank you. Alice Williams said everything we do is associated with the strategic plan so

[00:32:05] we're trying to wrap our heads around where we fall in the strategic plan. Every department, every committee starts their meeting with the strategic plan and we have from three sessions worked up to trying to get our thoughts into the strategic plan turn that on because she has to type these so my question is what does it look like what does success look like what does progress

[00:32:37] look like out of our session our session is that we have contributed to further and further clarification. The strategic plan as it is written now, help me Dr. Ellis Williams, is not in the same format even that it was when it was first published. They continue to define it more and more and more. And so if we say what areas of the goals that we would like our thoughts to be

[00:33:14] in, then we'll help them to further define the strategic plan. What I hear you asking in addition to that is where do we see ourselves as far as being a part of the lines of influence as it relates to what is it that are guiding principles and philosophy not just identified based on the tasks that we have to do but as a collective body and I think that that is something that should be discussed collectively so that there is a collective understanding of how we're going to

[00:33:49] work together what does measurement of success look like and what are long-term short-term goals and the lines of effort that will contribute to such did I capture that correctly so in the plannings for our upcoming fiscal year I think that that would be with the agreement with the committee a great place to start I think that there are a lot of mitigating circumstances for the launch we're waiting for nominations trying to get involved and things are coming at us at rapid fire but I appreciate you anchoring us back into again the why and how will we measure the

[00:34:27] success of this committee and how will we present the tenor of what it is that we hope to accomplish

[00:34:33] thank you anyone else so I think at this time you're having discourse at your table

[00:35:10] probably about just anything you wanted to be talking about and also we could anchor into even what, you know, there's no rules in the sense of what does the discourse sound like? It could sound like, listen, this is something that I feel as though, or listen, this is something I see in alignment with, or this is something that might be another outlier. So I think that that would be

[00:35:32] fair to the discourse and the parameters that may have been set previously.

[00:39:03] I'll evoke the fist of five concept. In other words, if you need five more minutes, hold up five, four, three, two, one,

[00:39:11] fist if you are ready to move on. I have a five. Thank you. I have a three. So I'm going to bring

[00:44:06] us back together in five. If we can wrap up our conversations in four. If I can have your attention in three, two, back together in one. I was about to punt to Dr. Deans, but she's talking. Dr. Deans, what would you like the next step to be? Did you want to report out? Let the response from each table so that that would be our summary and that would be our final document and that means that

[00:44:44] when we talk about the strategic plan and the board members are often invited in to talk about the strategic plan we can say that these are sections of the strategic plan that members of the equity

committee have identified identified not that you yeah but have identified and so we need a copy from each table with the with the table identified as table four or table one and that and that would be

[00:45:15] the response and what you have worked up to this spring in these meetings that is the result of your work this spring in the equity committee and we would be able to say that the equity committee is able to align, is that the word, itself with the strategic plan because of one, two, three, four, which we are collecting from the tables. Also, is this exercise an opportunity not to

[00:45:53] erase but to evolve how some of these things are written, correct? Absolutely. Thank you. So, may I have one from each table with the strategic plan written on it? I'm not sure we got to that place. Oh, you're rewriting it because I can't read your first writing?

[00:46:18] See, on the back. Okay. We ready?

[00:47:00] Come back. Send your electronic copy so you have a copy.

[00:47:23] I just need one. Okay, which tables have I not collected from? I have yours. Do I have yours?

[00:47:40] Okay. I don't have yours.

[00:48:10] Careful.

[00:48:47] I don't have the secretary.

[00:48:59] Do the presentation now. Do the presentation now. Okay. So we're going to pivot just a little bit.

[00:49:19] No, finish your line. I totally interrupted you.

[00:49:38] Of what we've done this spring, could we now listen to a presentation of the strategic plan so that over the summer you can process more, well, you have a copy as well, but you can process more about what it is that we can do next year as it relates to the strategic plan.

[00:50:05] We don't just choose a topic and go with it. It has to be something related to what the division is doing or it's not applicable, it's not useful.

[00:50:23] Not that it's not a valid conversation because I'll meet you in the parking lot anytime and have a conversation on any of them, all of them, but it's not valid that you are contributing to the superintendents need to know what the different groupings believe about the strategic plan or what their summary is about the strategic plan. So that's what I will use this for when he calls each board member in one-on-one. As chair of this committee, he's going to say,

[00:51:00] okay, Linda, how can you contribute to the strategic plan? And I'm going to say, da-da-da-da-da-da-da-da-da, of what you just gave me. So does that now follow logic? No? No?

[00:51:19] It does to me because he asked me, okay, you're on the CNI committee. What is your takeaway? You're on the equity committee. What is your takeaway? And so my takeaway is what you give me, not my opinion, but what you give me.

[00:51:43] So at this time, we're going to pivot. Dr. Dean's asked me to give an update. of where we are right now in our racial slurs and hate speech across LCPS. So as of Monday, we have 869 total incidents made by 843 students, 119 high school, 274 in elementary school, and middle school leading with 476 reported incidents.

[00:52:15] And I say reported incidents because what we have recently learned sometimes in a high school, it looks like their numbers are extraordinarily low, but we're learning from students when we meet with them that sometimes students handle the incidents themselves. They're not apt to go home and tell an adult or to report to an adult at school. Strategy schools are using to mitigate incidents, include but are not limited to, consistent messaging of expectations,

[00:52:44] Consequences, which may include but are not limited to, warnings, verbal reprimands, detention, parent conferences, in-school restriction, and at times when extreme, suspension. Education, which is a reflective lesson.

[00:53:02] Class meetings, student town hall meetings, student-led anti-hate programs, advisory lessons, as well as restorative practices.

[00:53:11] In addition, the Division of DEIA staff comes in to have discussions with students and often repeated offenders, as well as working with the leadership of the school to help mitigate future incidents and provide the supports for the student who may have been the person committing the act and all those who were impacted, which includes the person or persons that were targeted and anyone who witnessed the targeting.

[00:53:42] And lastly, and certainly not least, professional development for staff, which includes senior staff, executive principals, principals, deans, and assistant principals. Yes, Ms. Byrd?

[00:53:58] I just have a point of clarity. In reporting this information out before the 869, can we add reported? Yes. Yes. Because there is a difference between incidents that occur and reported incidents.

[00:54:16] And I caveat it after the last one. I said as a report, yes. Yeah, but I think it's very important to put that before that word, incidents. Absolutely. Thank you. Yes, and we always say reported because not all incidents are reported. Thank you for that. Yes? Just a question.

[00:54:32] We were talking about this at our table a few minutes ago, and I might have just missed this. In terms of hate speech, is there, like, an operational definition for schools in terms of what they are kind of, or individuals when they report, are these limited to racial slurs or other types of slurs around race, or is it broader than that?

[00:55:00] cadre of various incidents and that is actually overseen by the office of civil rights and right now we are working on what we have just completed I should say the new coding so you will see this in our upcoming professional learnings that are not an option there's one on racial slurs hate speech title nine so there's new understanding because there's been recent litigation as well as changes from the Office of Civil Rights that actually code differently.

[00:55:33] For example, there are 13 identifiers under religion alone. So they have done a more robust dive into how we articulate and capture, and that information is reported to them, and we receive a version of a report card to see how we are mitigating, how we are tracking, and if we are doing so with a level of accuracy that's expected by them.

[00:55:55] Yes? Two quick questions, and very specifically, SEAC has received a number of reports of speech being used against special education students. And so that is included in this definition that you're referring to from OCR?

[00:56:12] They are all coded. So yes, there are codes. So explicitly stated in that way, it may not be, but it is captured in our SIS, which is our system to be able to mitigate and recognize sometimes the ills of what happens in LCPS. And I'm going to just be that person and get through this.

[00:56:30] presentation because I was, I didn't offer a Q&A yet, so we could just hold to, because I have a rhythm and a cadence that I'd like to keep, and then at the end, I didn't have it down to take questions, but I most certainly will, so thank you. So some of the approaches to responding to hate speeches in school, which you have in your folio, you have a copy, and this is an at a glance.

[00:56:56] This document, of course, this infographic accompanies the professional learning sessions from the Office of Cultural Responsive Instruction on racial slurs and hate speech and as a collaboration with the Division of Diversity, Equity, Inclusion, and Accessibility. And the mitigation is to commit to responding to bias, racial slurs, or hate speech.

[00:57:16] There's no single right way to intervene. Consistent intervention is key to creating a welcoming, inclusive, and affirming environment. So some of the steps to mitigate would be to interrupt and intervene, which would be to denounce, to support students and in an inclusive environment.

[00:57:35] Denounce to model for students and uphold an inclusive culture. Remind of expectations. Take a moment to gather your thoughts and respond calmly. Not responding can be interpreted as a lack of support. And if you can look at the quote to the left, let's be careful with our words, could be stated.

[00:57:53] We respect all students and staff here. The kind of language or jokes, that kind of language or jokes is not acceptable here. That's not funny. And I won't read every single section, but this is at a glance, because sometimes when things happen, sometimes people seize up, sometimes people don't know exactly what to do, and we'll get a call in our office asking, how can we support this student or group of students who may have been impacted by a racial cert, hate speech, or an act that aligns with that.

[00:58:23] So I will open the floor to questions, and I will let you know I'm the first one to say If I don't have the answer, I'll get back to you because I was not asked to be prepared to respond, but I will. So you may not know this answer, so I'll be prepared for a response of getting back to me later.

[00:58:42] But we know that restorative practices is this, an especially effective method of mitigating some of these incidents. How many restorative practices have we had throughout the district this year? So that would not be information in my office would track. That would be through DOCLE because principals, assistant principals, and deans actually are the persons that will elect to participate in restorative practices.

[00:59:07] I'm actually a restorative practice trainer. I have been for the last 11 years, and I am in agreement that it is a wonderful way to mitigate harm, not just under the auspice of racial slurs and hate speech, but also under other tenets of broken rules in school.

[00:59:23] So we don't really know what the numbers kind of are? So we do have that tracked, but it's embedded within actions or steps taken that is decided by the individual who is mitigating, which would be an administrator, the situation, or a member of UMHT.

[00:59:42] Yes. Are we able to go back to the slide of the number of incidents? And as we look at the format or layout of the strategic goals, so I guess what I'm trying to get at is that we're talking the same language.

[01:00:01] So I assume that there's a goal. It's 1.3. Yep. I assume there are line actions. Yes, ma'am. And then I assume that there are measures. So to Tom's point, if we could view this in that format would be helpful.

[01:00:19] So was the Align Action a session, and did we measure that? So this document is our document that we maintain in-house. I'm sharing my insight, baseball. This is not in this document in respect to being laid out in it.

[01:00:38] It is captured under caring for students, student voice, under goals one and three in particular. You will see the alignment. The vernacular doesn't host the same because we're talking about what we're actually doing is actual steps as opposed to the overarching ways in which we're supporting, providing a loving, affirming, and safe environment for schools, for students in schools.

[01:01:01] And then my second question, will the term racial slurs and hate speech be added to the key terms for shared understanding? So we will be participating in a drilling down at our board retreat. The discussion around vernacular has not come up.

[01:01:19] And to be honest with you, as we evolve from being an office of equity to the Division of Diversity, Equity, Inclusion, Accessibility, There needs to be more alignment because we are the golden thread that weaves through every last one of the goals. And when they were created, I'm not confident at the time that that was what was on top.

[01:01:40] So right now we are in, much to the conversation earlier, aligning those lines of effort from our division to the strategic goals. It didn't happen vice versa, which was prior to my inception. Okay. Thank you so much. You're welcome. Yes.

[01:01:58] Can you state your name and turn on the mic? Thank you kindly. What organizations do you work with? Do you work with the ADL? And I do have a couple of questions. Work with?

[01:02:15] Do you report any incidents to the ADL? We report to the Office of Civil Rights. And we also have community forums in which we work with community members. So we have a Muslim community forum. We have a Jewish community forum.

[01:02:30] And we work with, and that's just two of several, that we work with to mitigate the harm that may have been caused due to or incident of anti-Semitism, Islamophobia, as well as racial slurs and hate speech.

[01:02:46] So those two are also embedded in this capturing. What does a student town hall look like? What grade levels would this be appropriate for? It is appropriate K to 12. I personally have taught pre-K through pre-calculus. And mitigating the level of discourse, it can happen because younger people understand when things are fair, when they feel right, when they are harmed or they harm someone else through the articulation of a high school student who can articulate exactly how they felt the moment that the harm was caused to them or their peers and surrounding persons. So with all students K to 12

[01:03:22] and it's also utilized in college as well. What are some examples of student-led anti-hate programs? No place for hate. When would restorative practices be used as a mitigation strategy? This would be an opinion response. In my opinion, when I was a building principal of both an alternative high school as well as a middle school, I utilized it as often as possible because statistically speaking, and it still holds today, that nine times out of ten children of color are

[01:03:57] often the ones heavily penalized in a system of school. And so we utilize as often as possible to level the playing field so that suspension rates for minoritized students was not on the inclined, while those of their white counterparts was not. I just have one more question. As far as training, when you do go out to the schools and you speak to the students, is that training accessible so people here can take a look? So we have internal documents that are just that internal, but whatever's presented front-facing on the division website or department website is for public use. So we are not sharing documents

[01:04:36] that are very tactical for what is happening with students, but we always are able to speak to what it is that we do or will do or potentially would like to evolve to to help mitigate such circumstances. It's not a one-size-fits-all. So if situation A happens, when we talk about addressing a whole child, we're looking at what is the circumstances in which they're existing.

[01:04:58] What are the assets that they actually have or may not have that could be contributing to a behavior? And in my opinion, behavior is a language. So getting to the crux of what it is that's happening is how we really address the needs of an individual child as opposed to blanketing and saying, if you step out of line while walking to the lunchroom, that's an automatic A, B, or C consequence.

[01:05:21] I think as a board member and for the people here, I would like to see more information online available as to how we're mitigating these situations. Thank you. Noted. One of the things that I've observed by accompanying the DEIA staff to the different schools is they have many of the affinity groups trained in mitigating things with students.

[01:05:52] And so, yes, the DEIA have trained the students, and the students actually implement the mediation and mitigating sessions. And there's a whole philosophy behind that, the ability to be able to hear from your peers what may be cool, what's not cool, because sometimes they feel as though adults are so far removed that they really don't understand the lives that they're living, so they actually can hear from peers in a different way, a more welcoming way, than they would some of the adults that may just seem like they're just reprimanding or knuckle-wrapping, per se. Yes.

[01:06:32] Not to be redundant, but just to go back to my previous, I guess, comment or question, I wonder if there's consideration for even the titling of racial slurs and hate speech, because some of the things that we've done, like at our Freedom High School, for example, if we say racial slurs and hate speech, I think people are thinking about racial slurs primarily, and perhaps racial slurs are one example of hate speech.

[01:07:03] So I wonder if just the broadening of hate speech as the kind of the framing and then racial slurs, students with disabilities, religion, all those, all the other types of slurs, that's a possibility.

[01:07:18] So our definitions come directly from the ADL and other organizations. I wasn't prepared to sit here and rattle them all off, but I could share that with you later. So these are not definitions that are terms that we choose lightly. They have to represent the level and gravity of the incidents.

[01:07:37] So because in the times in which we live in, certain statements or words that are utilized to cause harm or to be weaponized have a deeply rooted historical context. And I'll give an example. My office received an inquiry that it was a bit overwhelming for administration to keep track of this.

[01:07:55] So they asked, could we lessen the offense? And that was to mitigate how much time was being spent dealing with. as opposed to saying, what are we doing to mitigate how many times it has to be dealt

with? So when we don't name it, when we call it something else, we essentially are not confronting what it is that we're dealing with.

[01:08:15] The fact that we've exceeded at this juncture, where we were a month ago, where we were last year at this time of the year, speaks to the rationale of why we have to continue to name it, continue to have it be present, and to live with the level of gravity that it needs to.

[01:08:32] Because we can't pick and choose the level of harm because it's relative and it's based on experience, it's based on trauma, and it's based on an understanding of historical context as it relates to how language has been weaponized.

[01:08:47] Just one comment. I would also concur. We deal with this at the NAACP Loudoun branch quite frequently. And there's like a litmus test. Does it elevate to the level of hate speech?

[01:09:06] Because that takes it to actually a whole different level as far as legalese and what the law, especially in the state of Virginia, can do if someone is participating in either or, or one or the other.

[01:09:23] Thank you, Ms. Burke. You just reminded me that also the NAACP National Coalition actually deemed certain words as illegal, as a violation of civil rights, the word itself being utilized or weaponized.

[01:09:42] And so when you started to speak and you spoke about the NAACP, just when we anchor in and so what's not appropriate, if something has been banned by a national organization to be utilized to cause harm. I'm not talking about words that people just don't like.

[01:09:57] I'm talking about words that have a historical context of harm embedded in hate. Yes. I think that's such a hugely important distinction that we ought to highlight the definition of that a little bit more on the reporting forms and so forth so everybody understands that that that hate speech is not just a catch-all sort of way to sort of get everything else that's a elevated very serious thing we spent months ironing out in aligning our reporting is not

[01:10:33] negotiable to at a federal and state level to have the coding be as accurate to the point you made early about what about this particular demographic of population it has to be because otherwise we're just gleaning over incidents that have caused harm within our community and our schools and i meant on the like the forums off the school website we can report the school websites will be updated but prior to that update we have to train everyone as far as a calibration and understanding because my office still gets calls asking for us to distinguish or help to discern

[01:11:10] what is considered one or the other or both and so at this juncture there has to be a level of learning for all of our administrators as well as our educators so that when reporting is done there's not any ambiguity they know that it is or they have someone that they can calibrate with to find out to be able to have it reported accurately so that is happening and that's not a front-facing document that's inside baseball but we are able to report based on when asked to report through our team of NDDI. And we ought to figure out a way to promulgate that out to the

[01:11:45] public as well, because as you said, that number of high school incidents reported is lower than it actually is because kids are taking care of it themselves or parents are dealing with it, et cetera. And so people should understand that some of these things are elevated beyond just kind of, well, you know, you didn't really mean it. It's just not acceptable.

[01:12:04] We get a lot of that, like, you know, sometimes people are under the impression that they can defend an action they were brought to this place where they said it or because they were confronted by a number of students who shared a certain identity and that's not a part of it so this is definitely moving forward in a way in which we are continuing to grow the understanding so that those courses are currently uploaded already for staff to be able to start to take I myself and Dana Scanlon from Dossel will be hosting the class myself and Mr. Moy with Title IX will be

[01:12:41] hosting so those courses will be happening so people have a concrete level of understanding as to how to report, to report accurately, and to utilize the codes that are new codes and the expansion of the operational definitions of those codes.

[01:12:57] And I would just again ask that we promulgate that to the students and to the public as well so that parents and students understand the same definitions of what the staff understands. And it is federal and state, like literally go on the state website right now and you will see that there's been a shift. Like there's been a shift in reporting your identity, whether you're labeling and you're identifying as African-American, black, et cetera.

[01:13:21] That, for the first time in 27 years, has been reopened so that there's other identities that can be placed in government forms as well. So it's in that same bucket. Yes, Mr. Estraffi. Thank you, Dr. Ellis Williams. Arbana Estraffi, school board member representing the Sterling District.

[01:13:41] So I'm long overdue to join you and your team. to some schools, because that's going to be a huge learning opportunity for me. But I think there's one thing I think is worth saying, and it goes without saying, but so much of what we depend on to move the needle across the division happens at the school and the building level, right?

[01:14:03] It doesn't happen top down, as we know. And so each individual school has its school climate and the things that it's struggling with and the challenges that it's facing. And so I think that's where kind of my thoughts are right now is for each individual school, depending on what their student population is and what their needs are and what they struggle with, how many of those initiatives are student-led?

[01:14:26] How well do they use restorative practices and in what context? I'm curious, even when your team is brought in, I noticed for some of the repeat offenses, who initiates that? Is there something that is triggered, is there some protocol?

[01:14:41] or is that the discretion of the building itself? And is there some work to be done there? And then the last thing I'll mention is, I think really for a lot of these incidents, again, it goes back to school climate and some of the challenges of each school, but how are we handling some of the tier one disciplinary things?

[01:15:01] You can't disconnect our response to these trends with how we respond from the discipline disparities that we might have, or in general, are we seeing a lot of the learners being disengaged?

[01:15:19] And can we engage them more deeply? Can we empower staff and teachers to have more tools in their toolkit to be able instead of just sending students to assistant principal's office directly that we can kind of, we've talked about this somewhat as well.

[01:15:36] But I think that these are just some thoughts I have. I think the main thought is at each school level, How many of these offenses are we seeing? What are the trends at the school level? And then in the

school improvement plans, are these challenges filtering into those improvement plans? Like from a system perspective, is the system working?

[01:15:54] And then at the leadership level, are we giving the resources and are they embracing those resources from the top level at each individual school? It's kind of like, I know I'm going into solutions mode here, but this is kind of just some thoughts around that. So yes, and thank you. We have had conversations an awful lot about this.

[01:16:11] You mentioned climate. So their climate comes up because we talk about climate surveys. But what climate surveys actually do is take a peek. It's one piece of the puzzle to take a look at school culture. So all of our schools have their own identity. And I don't mean mascot.

[01:16:27] I mean, they all have their own identity, whether we are, I went to one school, we're the best in the West, you know, they have their thing that's theirs, right? And within that construct, being intentional as a leader, and Dr. Spence says this often, no school's better than its leader. So when you have the understanding of leadership that you need to have a school culture, that is welcoming, affirming, and I don't mean just from peer-to-peer, but from adult to student as well, and that there's a mutual respect and a reciprocity of that respect and an understanding and a willingness to be able to dig deeper to meet the needs of everyone that's

[01:17:04] in your school building. Now we know that there's no secret that it's an ebb and flow of resources depending upon what region we're talking about here in LCPS. And that, too, in itself, when we talk about resources. And I'm not referencing Title IX resources.

[01:17:20] I'm referencing resources, be it through partnerships, be it through donations, et cetera. When we talk about equitable practices, when we talk about equality as it relates to resources, it's this committee's conversation to be had as to how we make sure that all schools have access to resources outside of what's allocated in our budget.

[01:17:43] In addition to that, when we talk about culture, when we say it, we're not saying it to be fluff. And just to clear up some misunderstandings around culturally responsive instruction has to do with pedagogical approaches that value the assets of each and every student in that classroom to feel as though that curriculum speaks to them on an individual basis.

[01:18:06] Now, cultural responsiveness in a school building is understanding the importance of knowing your student's name, understanding who they are, knowing what it is that they may need. And then we talk about culturally responsive individuals.

[01:18:23] These are your people who are making sure that they're understanding the space that they're occupying, the ways in which they deliver instruction, the way that they engage with families and communities. and they don't hold a sword up when it's a non-traditional situation because that's not what you do. So I could go on and on about cultural instruction and sometimes people misinterpret by saying if I let a lot of bunch of different people with different hair color and different outfits into a space that that somehow is culturally responsive. It's not and Quiet as Kept is not about food either. It's truly about engaging with someone as their authentic self

[01:19:01] and recreate the space so they feel a part of it's not about letting me in the space and making room for me it's about ensuring that when i enter the space i feel the same level of importance the same level of belonging that everyone else in the space has and that's equitable so to your point mr straffi we do

have a lot to do and oftentimes when we're presenting it's usually someone from high up in my role or someone else presenting this right and then I get asked questions about houses being mitigated in the schools and I often say I can tell you to answer the other part

[01:19:37] of your question there are times when things hit the fan and we get called and now it needs to be mitigated that's probably 80 percent of our calls but then we took the next step this year as we evolved to a division of DEIA and we started making school visits scheduling walkthroughs and we are pretty good at culture responsive walkthroughs it's a thing it's a document it is living, it evolves, and what it looks at, and I can speak from my experience as a chief when I was in my last role, when I went into a school building, I looked and I listened.

[01:20:10] I listened to see how adults were talking to adults, modeling for students. I listened to see in the classroom if the conversation and discourse around learning was a 60-40 or a 100-to-1, meaning teacher talking more than a child. Are the kids allowed to turn and talk to one another and grow and learn from one another?

[01:20:27] Is the room print rich as long as it's not distracting the student that might not be able to handle that stimulation? Does the classroom belong to the teacher or does the classroom belong to the student? And that's a few examples of a cultural responsive walkthrough.

[01:20:43] So we haven't begun to really do that here at LCBS, but it is a great litmus to see the ways in which our students are engaging with one another, with the person that's at the front of the classroom and how instruction is being delivered in a culturally, responsive, pedagogical way.

[01:21:03] Yes? Just to go back to the 869 incidents of racial slurs and hate speech, and just to piggyback on what somebody else said, can we get a breakdown of the incidents, like, for example, if they are racial, anti-Semitic, homophobic, can we get a breakdown of that for the next meeting?

[01:21:24] Because to me, it seems like a pretty high number. I will check and get back to you. And that's not a no, because as I've been in various divisions, and what may be allowed in one space may not be the case here. And I wasn't given a handbook at the beginning to say, yes, you can do that.

[01:21:41] So I've learned after scuffing my knees to ask. So I will inquire to see if that is an option. And it might just be something that's available to you and not the committee. But I would do my absolute best, because I do have access to this. But there are mitigations as to what is shared publicly versus what's not.

[01:21:57] And it's not to keep secrets. It's really to protect students because they have rights. You don't have to give the students' name. No, we would never give students' name. But again, there are some ways that identifiers can happen. So as a researcher dealing with IRB often, that protection is of the utmost importance.

[01:22:15] Yes. So last year there was a breakdown of those numbers, and it was grouped. We actually even saw a breakdown by school, which wasn't actually all that helpful. Sometimes you could be data rich and information poor. The only thing that that actually illustrated is that there are probably some schools that are dramatically underreporting, because when you show a zero next to a school, that's probably not accurate.

[01:22:39] So we found that that is never accurate. We get a lot of calls saying this is the first time, and we've already spoken to the admin assistant, and she called on behalf of the school, but it wasn't known to

administer it, so we joke about that. We're like, oh, it's your very first, and it's now June? Really?

[01:22:55] But there is a template. You probably, if you have access to the presentations from last year, you'll see there was a template where it was broken down into certain categories. And we do have that breakdown. Like I said, I don't ever promise high to deliver low. And in addition to this information, it's not on this slide, but just so you know, the number of highest offenders by demographics are our students with disabilities and our Hispanic students.

[01:23:22] So we do have data that reflect that. So oftentimes it's a stereotype type of situation that has only happened in between two demographics. And it's actually those that have an intersectionality or are dual identified within the constructs of whether they're under the auspices of student services and a person of color or not a person of color.

[01:23:43] So we do have that information and I know I can share that. Did you just say those were the highest incidence of offenders? or people that were offended? Offenders. Offenders. And that's the normal thinking process that that would be what would be perceived stereotypically as a vulnerable population.

[01:24:01] But that is actually most of, those are the two heaviest populations that we're mitigating at the moment. Yes, sir. Thanks, Mark Lucero. I have a question, but I also have an example here.

[01:24:18] I got a message from one of our committee members. I got a message from one of our committee members uh she said that at mercer middle school there was a graffiti in front of the school with a anti-semitic phrase um and it seems that there was there were no consequences and there was even no acknowledgement of it um and i the it brings two questions one question is maybe that phrase isn't considered hate speech it's kind of popular among colleges and universities uh right now it's

[01:24:56] it's a pretty popular phrase but it it does uh have implications for for the jewish community um so i wonder if maybe maybe it wasn't acknowledged because people didn't see it as hate speech um so i so the question first question is is there for lack of a better term is there a list of what counts as hate speech um such that maybe that's the answer maybe that's why it wasn't acknowledged? So it isn't a list because to the point I made earlier that incidents vary in degree

[01:25:31] so it's hard to capitalize but I think that we're old enough in this room to know some of the most prominent types of language that's utilized without me saying it and I won't say it and there is guidance from legal pertaining to the phraseology you're referring to and there is also an understanding from both communities that I work closely with with my team of what it means to one group and what it means to the other. We don't get involved in what it is and what it means to who. We unequivocally don't want it said, written, or a part of anybody's daily life here because it

[01:26:08] can harm someone. So it doesn't matter if it's one or 1,000 or 100. So that's the stance as a division. Now if there was a misstep in a way or someone doesn't have all of the facts that's texting you, that could be a possibility too. We're doing a better job in mitigating misinformation in the community as well. So I thank you for that input to give me the opportunity to articulate that. Thank you. And then the second question I had, and this is kind of directed to the mitigation strategies that you have listed on the slide. In a situation where you have one person using a slur against another, it's pretty clear who the offender is, and you can

[01:26:45] you can you can tackle that by with consequences you know consultations parents suspension things like that but if it is a situation where you know it's a disgusting cowardly act of vandalism and

nobody knows who did it I think that if it's not openly acknowledged then I think it leaves people with the bad taste that maybe they don't it doesn't matter but I guess the question I have is how what what kind of mitigation strategies are there for incidents like that where there's you can't identify the perpetrator so unfounded incidents attract as well we don't have to know

[01:27:25] who did it to know it was done and it makes it more difficult when there's anonymous reports but there's a standard operating procedure that is an internal document in which the school contacts and there's a form letter to inform the community that such acts have occurred they let them know exactly what's gonna, it's denounced.

[01:27:45] They're ensuring that they know exactly what transpired. No, they do not say explicitly what it was because you don't want to cause more harm trying to explain the harm that was caused. So that's why we don't say exactly what it is. But we let it know that it rose to the gravity that we need to let inform either the local community.

[01:28:02] Sometimes it's just a school community that's informed. And sometimes it's the larger community in LCPS. So that is one of the ways that it is mitigated. And to the point earlier in the slide where I referenced how we, in this document that's in your binder, it has examples, of course, examples, but not limited to ways in which, at a glance, you can mitigate the situation or circumstance.

[01:28:23] But going back to culture and relationships, when I was a classroom teacher, I had a relationship where I could hold a restorative circle. I didn't need to call someone. That was just me. So I was able to sit my kids down, and I also built strong culture where my students didn't want to harm each other 'cause we were a team.

[01:28:40] They were Team Ellis. I wasn't married then. And everybody had my last name. And that little leverage showed and demonstrated a familial concept, which we all can relate to. We all can relate to being family. And how do we treat each other as family traditionally? And we anchored in that.

[01:28:56] Now, that can be a discussion. And as it relates, it worked for my students. Okay, Ms. Griffith, you've dominated. I'm going to put you on first base, and you'll be the last one. I'm going to take her question, and then you're next. Thank you.

[01:29:13] I'll have a rising middle schooler in about three years, And I'm really interested in how to help support his school with preventative awareness activities to help drive those middle school numbers down by educating these elementary school students early.

[01:29:31] How can I, as a committee member, either an equity committee member or an MSAT committee member, help with that? What kind of steps can be taken? Showing up. Showing up. Like, the power of showing up is amazing. And I don't say that lightly because not everyone is in a situation to be able to show up.

[01:29:49] But having conversations, galvanizing other parents that have your concern and working with your principal so we can bring as many concerns to this space as we want to. But if you're not communicating with your administration at your school, then I can only speak from a 6,000 foot level as to what the expectations are and if they're being met or not.

[01:30:07] but really engaging and it sounds very you know the kids say corny but really talking to your kid understanding what they understand which you and i've had conversations about how you support

your child as well as making recommendations so i had a parent work group and it was just parents and they were just parents that wanted to do better and we would come together for a half an hour either virtual or in person and we would talk through situations and then what would come up would be the ways in which they were living their lives was attributed to the ways in which their kids were engaging and it was a big aha moment I can't supersede and say that that's the case for

[01:30:46] everyone but nine times out of ten there was a real reflective piece ranging from one mother in particular said she we did challenges and she was challenged to go and have discourse with persons that she normally wouldn't speak to because she recognized that her circle was very homogenous And when she did so, she realized, now I understand why my son doesn't understand what it means to engage with others.

[01:31:09] And I don't diminish it down to that, but that's a real experience that I had that I could speak to, and she wouldn't mind me sharing that. So she was going to lead by example. And in one of my opportunities with Dr. Spence to be in a community with the Interfaith Bridges community, Imam Ajad was the very first person that I grew to love here in LCPS.

[01:31:29] because for the first time while we were on what I call the apology tour for things that we didn't do because we weren't even here yet, he said, he said, I just want to extend grace to you because often schools are blamed for the ills of society. He said, but I'm going to challenge every pastor, rabbi in this space to talk to your parishioners about what it is that they're teaching on the sofas in their living rooms. And for the first time, we were not being blamed for being a microcosm of society trying to mitigate what that consists of. And so when I always say children are watching, from the time I would arrive in my building to the time I left, I was on. I had to

[01:32:07] be an example for so many reasons. But when students and children see us behave poorly, they get a permission by omission. And that is empirically researched in probably chapter three in my dissertation. Last question. Thank you. Thank you for pointing out Mercer. Is Mercer middle school? As a board member, I wasn't aware of that because we don't have the separation of the racial slurs and hate speech. So again, I want to point out that we really need to clearly define

[01:32:45] what is being said in these schools because I was not aware of that. And thank you for bringing that to our attention. It could be hearsay, but I'm guessing it's not. So I'm going to dive into it and see if I can find out more information. Thank you. And I believe as a board Remember, you get your own notifications through another platform as well, so you're made aware.

[01:33:07] And if it hadn't come, because I get it at the same time as you, I'll check to see. Okay. So I thank you all for your questions, and feel free to reach out to me at any time. Thank you. And we will continue to grow together, make strides together.

[01:33:24] And, again, please keep on top that we are a collective line of action. Thank you. Thank you so much, Dr. Ellis Williams. Everybody has a smartphone. take it out. Put in your calendar August 1. That's the first Thursday in August. August 1,

[01:33:54] am I right? Put in your smartphone August 1, 530, Equity Committee, and Helen will be emailing you

[01:34:15] as well. So in addition to your phones, you will get it in your email. We thank you for agreeing to come in on a Thursday evening at 530 and stay as long as it takes to get your questions answered and to

offer support to one another.

[01:34:46] I want you to know that we took to the board that we requested that each of you remain on the committee for two academic years rather than one. So that's why I said take out your phone and put August 1st because you will be with us again next academic year and through the 24-25 school year.

[01:35:14] I am very appreciative for those of you who have chosen to come. And as Dr. Ellis Williams said, if you need to reach out to me, I'm on the website, the email address, as well as the phone number.

[01:35:35] And the phone number, even though I often don't know where my LCPS phone is, the messages on my phone will transfer to my email. So I thank you.

[01:35:53] Before we wrap up, Dr. Dean, I just wanted to, on behalf of SEAC, because I know we're going to address the recommendations that came forward from SEAC on the playgrounds issue at a future date, but it is an equity issue, and I just wanted to, on behalf of SEAC, commend the school board for approving some funding right away to begin improving the inclusivity of our playgrounds starting immediately.

[01:36:23] it's already begun so I just wanted to offer that as a commendation of the school board for that support and we'd like to ask each of you to let it be known that the school board is responsive to the current school board is responsive to the high-level needs that are brought to us and we what he's referring to is that we approved immediately to put fencing around all the elementary playgrounds because the students were at risk of leaving campus

[01:36:59] and leaving and getting into the streets. So we approved it immediately. So I thank you. Have a wonderful summer and I'll see you August 1. We are dismissing at 7.08. Did I say that? We are adjourning at 7.08.



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