

EXHIBIT E

LOUDOUN COUNTY PUBLIC SCHOOLS



SAMPLE CONTENTS FROM THE STUDENT EQUITY AMBASSADOR INFORMATION PACKET

- I. LCPS Action Plan to Combat Systemic Racism - description and purpose
- II. Action #15 from the Action Plan to Combat Systemic Racism - description and purpose
- III. Process for Selecting Student Equity Ambassadors
- IV. Frequently Asked Questions
- V. Information Flyer

I. LCPS Action Plan to Combat Systemic Racism

1. This detailed plan is designed to identify action steps and associated governance and operational opportunities that the Loudoun County School Board (LCSB) and Loudoun County Public Schools (LCPS) Administration can take to combat systemic racism.
2. The purpose of the plan is to ensure transparency in progress monitoring and accountability and is posted on the Equity webpage for public access.
3. The plan is organized by action steps that include both governance and operational opportunities, goals, resources needed to accomplish each goal, and questions that are under consideration.
4. The plan is fluid and LCPS reserves the right to add or revise action steps based on progress monitoring data, current events, and climate survey data.

II. Action #15 from the Action Plan to Combat Systemic Racism

**LCPS will collect qualitative data regarding racial incidents to amplify student voices.*

1. LCPS Administration will create an electronic form for LCPS students to anonymously share their stories regarding issues of racism, injustice and inequity.
2. Stories and experiences will be reviewed and shared by the Supervisor of Equity and **Student Equity Ambassadors** during regularly occurring student *Share, Speak-up, Speak-out* meetings.
3. These opportunities will be used to amplify the voice(s) of Students of Color and those who have experienced or witnessed injustices, marginalization, or discrimination.

III. Process for Selecting Student Equity Ambassadors

Student Equity Ambassador Selection

Recommended Process for Selecting MS and HS Student Ambassadors

1. Ask the principal, assistant principals, counselors, and equity leads to facilitate the selection process.
 - a. They may recommend students themselves.
 - b. Share the opportunity with teachers and ask them for recommendations.
 - c. Post on school announcements/Blackboard Connect for students to learn about the opportunity.
 - d. Post the flyer on the school's digital bulletin board or principal's newsletter, if applicable.
 - e. Students may self-select or recommend others.
2. Ensure that the nominators and students know the guidelines:
 - a. The student leaders will be responsible for amplifying the voice of Students of Color by engaging in discussions about student stories/experiences regarding issues of racism, injustice and inequity.
 - b. These student leaders will serve as equity ambassadors for their school.
 - c. Each school will select 2-3 student leaders to meet 4-5X/year with the Equity Supervisor and LCPS Leaders.

3. Student attributes to consider when recommending students:
 - a. Students who are honest and able to speak the truth, while also listening.
 - b. Students who have a passion for social justice and are willing to serve.
 - c. Students who are sympathetic and sensitive.
 - d. Students who have the respect and credibility of their peers.
 - e. Students who will be empowered by this opportunity and have the potential for leadership.
4. If more than three students show interest, the administrator, counselor, and equity lead will use the recommended student attributes to determine which students will best serve their peers in this capacity.
5. Parents will be contacted to approve student participation. The message will be created by the Equity Office so that each school sends a consistent message.
6. The school representative/Equity Lead will provide names to the Supervisor of Equity.

IV. Frequently Asked Questions

1. Why are we focusing on race and why this group of ambassadors?

We are focusing on race because it is important to recognize students who have been marginalized. Also, our systemic equity assessment indicated that there is a low level of racial consciousness and racial literacy in our division; discipline policies and practices disproportionately negatively impact students of color, particularly Black/African American students; many English Learners, Black/African American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.
2. Who are the adult contacts in each school for the Student Equity Ambassadors?

The ambassadors may reach out to their equity lead, assistant principal, or their counselor if they have questions or want to follow up on information discussed at their ambassador meetings.
3. How will the information from this group be used?

Information from this group will be used to amplify student voices and inform LCPS about the experiences of our students. This qualitative data will also be useful to determine steps to take to ensure a welcoming, inclusive, and affirmative environment for each student.

V. Flyer

Each school will adjust the last sentence on the bottom of the flyer with the contact's name and the link for the recommendation form.



Share, Speak-up, Speak-out

Do you want to be a **Voice** for **Social Justice**?

Are you interested in **Amplifying** the **Student Voice of Color**?

Do you want to **Represent** your **Peers of Color** by sharing their experiences in LCPS?



*You can do all of this by serving as one of our **Student Equity Ambassadors**. See XXXX for more information or visit this website for the information packet.*