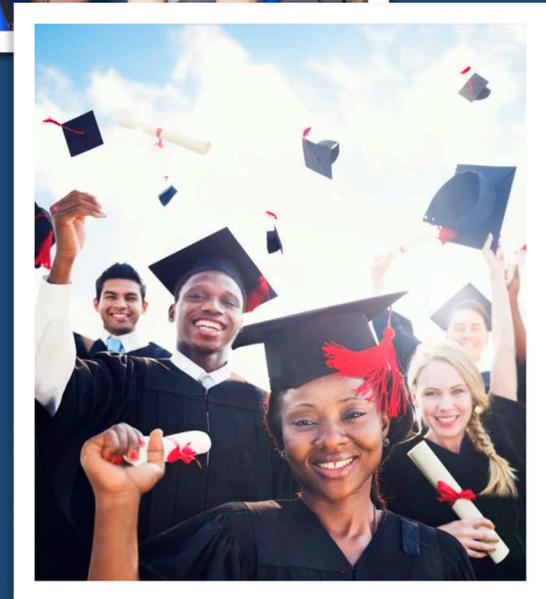




OUR CULTURAL COMPETENCE COMMITMENT



Submitted by:
Rock Hill Schools Diversity, Equity,
and Inclusion Task Force



OUR MISSION

Position Statement

The Rock Hill Schools Cultural Competence Commitment fosters a community inspiring students to learn, grow, connect, and thrive by ensuring each member of our district is valued through our Diversity, Equity, and Inclusion (DEI) beliefs. We recognize that our service to children is directly impacted by historical marginalization which causes harm to vulnerable communities. Healing is a slow process that begins with a single step acknowledging the hurt felt by those in need of care.

Our district honors the people who comprise Rock Hill Schools and how our stakeholders experience life. We understand that our educational experiences can be shaped by how we see ourselves within various social identity groups. Because of this, we remain committed to cultural competence.

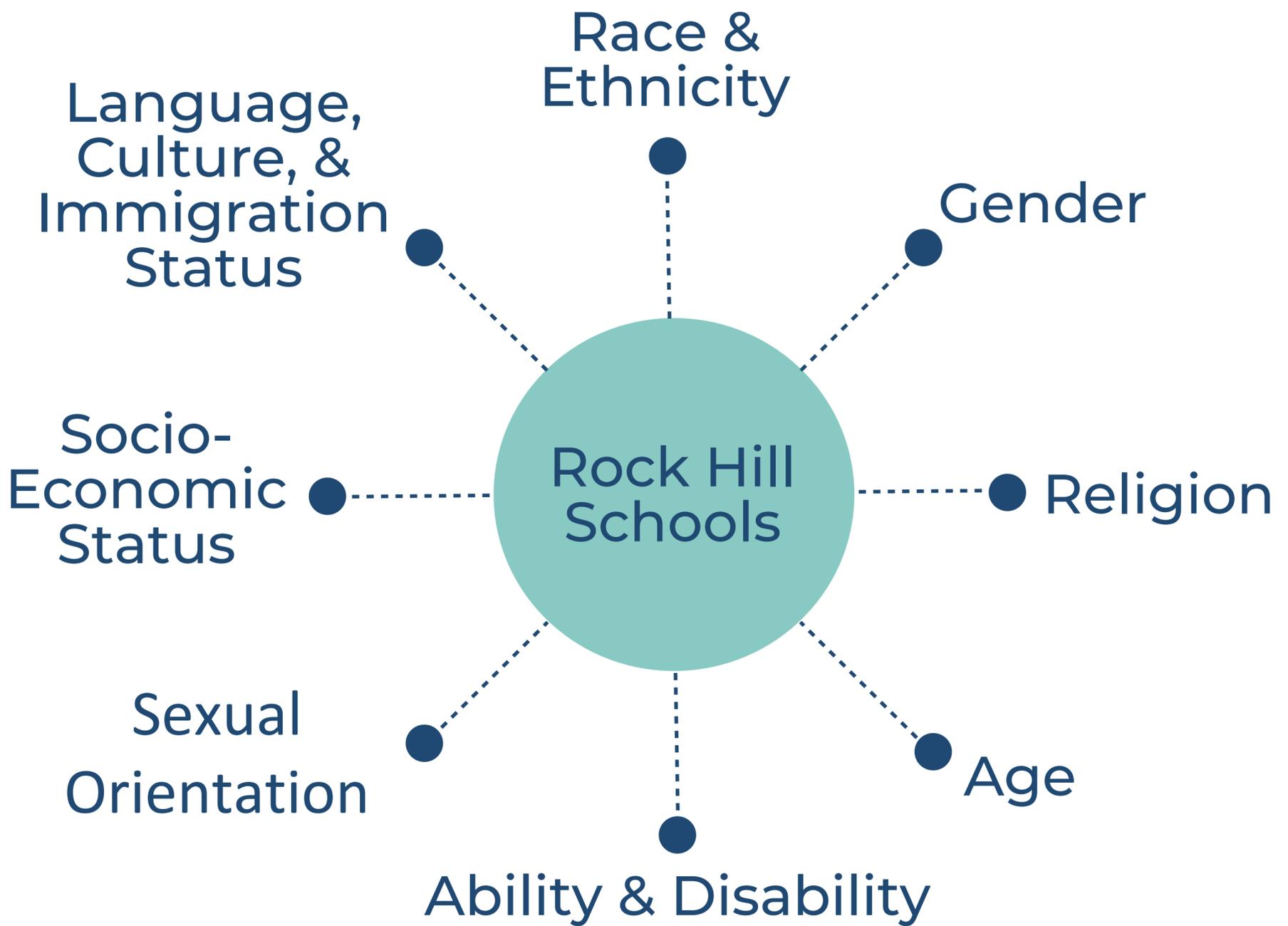
Established in July of 2020 by Dr. William Cook, Jr. the Diversity, Equity, and Inclusion (DEI) Task Force reflects our dedication to doing the work needed to sustain and advance cultural competence within our organization. With the purpose of ensuring our shared values remain at the forefront of our efforts, this body serves to assess, implement, and evaluate evidence-based practices governing the services we provide to the community. The team fulfills this service by researching inclusive practices, supporting district leadership in identifying and addressing structural inequities, and celebrating diversity in every aspect of our organization.

Rock Hill Schools honors the importance of creating safe spaces for dialogue, guidance, and generating new ideas. We celebrate diversity. We accept responsibility for equity. We protect inclusion, and as a system we are committed to applying thought and action towards meeting the needs of all children.



I N C L U S I O N

SOCIAL IDENTITY CHARACTERISTICS



DEI TASK FORCE FRAMEWORK FOR STRATEGIC ENGAGEMENT

Goals:

- ❖ Provide a safe and secure environment for students, teachers, staff, and volunteers by implementing inclusive practices across the organization.
- ❖ Ensure equity, access, and achievement drives success for all learners.
- ❖ Create a highly desirable work culture with high levels of team member participation by maintaining an asset view of diversity in every school and division.
- ❖ Support positive organizational culture and effectiveness throughout the organization

Objectives

- ❖ Partner with the larger community to advance voice and representation on matters of diversity, equity, and inclusion
- ❖ Facilitate an equity audit to identify factors impacting student and team member success.
- ❖ Provide consultation to district leaders on diversity, equity, and inclusion matters.
- ❖ Submit recommendations for objectives, action steps, resources, learning experiences, and program evaluation methods for inclusion in system decision-making processes.
- ❖ Support district leaders in communicating evidence of progress on DEI objectives .
- ❖ Integrate the Inclusion Compass model within district decision-making processes.

Strategies

- ❖ Champion diversity.
- ❖ Identify powerful, equity practices.
- ❖ Invest in inclusion.
- ❖ Provide transparency on DEI initiatives.



DEI STRATEGIC ENGAGEMENT PROCESS

Moving from Thought to Action



POLICY AC NONDISCRIMINATION/ EQUAL OPPORTUNITY

Issued 6/19

The board affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. Respect for each individual will be a consideration in the establishment of all policies by the board and in the administration of those policies by district staff. The district is committed to a policy of nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, personnel, and community members who participate or seek to participate in its programs or activities. Rock Hill Schools is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy (including pregnancy, childbirth, or any related medical conditions), age (40 or older), genetic information, sex (including gender identity), sexual orientation, spousal affiliation, or any other protected trait or characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, Rock Hill Schools does not discriminate on the basis of sex in its educational programs and activities.

Resolution of Discrimination Complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act of 1963; the Genetic Information Nondiscrimination Act of 2008; the Boy Scouts of America Equal Access Act; and Titles I and II of the Americans with Disabilities Act of 1990.

The following person has been designated to handle inquiries, questions, and grievances regarding the district's nondiscrimination policy:

Chief Human Resources Officer
386 E. Black Street
Rock Hill, SC 29730
Telephone: (803) 981-1000



In the event that the chief human resources officer is unavailable or is the subject of a grievance that would otherwise be made to the chief of strategic planning, engagement, and program support, reports should instead be directed to:

Chief of Strategic Planning, Engagement, and Program Support
386 E. Black Street
Rock Hill, SC 29730
Telephone: (803) 981-1000

POLICY AC NONDISCRIMINATION/ EQUAL OPPORTUNITY

Complaints or grievances related to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act should be directed to:

Executive Director of Exceptional Education
386 E. Black Street
Rock Hill, SC 29730
Telephone: (803) 981-1000

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact:

United States Department of Education
Office for Civil Rights, Washington DC (Metro)
400 Maryland Avenue, SW
Washington, DC 20202-1475
Telephone: (202) 453-6020; Fax (202) 453-6021; TDD 800-877-8339
Email: OCR.DC@ed.gov

Cf. GBA, GBAA, GBK, JB, JIAA, JII

Adopted 7/24/85; Revised 2/26/90, 7/27/98, 2/25/08, 3/23/15, 6/24/19

Legal References:

United States Code of Laws, as amended:

Age Discrimination Act of 1975, 42 U.S.C.A. Section 6101, et seq.

Age Discrimination in Employment Act of 1967, 29 U.S.C.A. Section 621, et seq.

Americans with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, et seq.

Boy Scouts of America Equal Access Act, 20 U.S.C.A. Section 7905.

Equal Pay Act of 1963, 29 U.S.C.A. Section 206d.

Genetic Information Nondiscrimination Act of 2008, Section 42 U.S.C.A. 2000ff, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. Section 701, et seq.

Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, et seq.

Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d, et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C.A. Section 1681, et seq.

Uniformed Services Employment and Reemployment Rights Act, 38 U.S.C.A. Section 4301, et seq.

S.C. Code of Laws, 1976, as amended:

Section 1-13-80 - Prohibits discrimination in hiring and other employment practices on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), age, national origin, or disability.

Federal Cases:

Plyler v. Doe, 457 U.S. 202 (1982).

OUR VISION



Mission

Rock Hill Schools will provide all students with challenging work that authentically engages them in the learning process and prepares them for successful futures.

Vision

Rock Hill Schools – a community inspiring students to learn, grow, connect, and thrive.

Beliefs

- ❖ It is our responsibility to protect a globally inclusive community, grounded in safe, equitable opportunities for all stakeholders.
- ❖ Communicating a sense of belonging, equity, and child-centered practice is at the heart of our recruitment and retention efforts.
- ❖ Celebrating the diverse voices of our team members removes barriers and fuels excellence by creating space for all to be seen and heard.
- ❖ All students, regardless of their unique circumstances and learning styles, can learn within equitable and culturally responsive learning environments.
- ❖ Diverse experiences, cultures, and backgrounds must be respectfully reflected in the instructional materials, strategies, and assessments presented to children in Rock Hill Schools.
- ❖ Our effectiveness is defined by providing equitable opportunities, inclusive practices, and targeted communication to all identity groups.



OUR NEEDS

Our Mission

Rock Hill Schools will provide all students with challenging work that authentically engages them in the learning process and prepares them for successful futures.

Key Data Points

- ❖ Inclusive practices across the organization
 - ❖ District Behavior Incidents (2018-19): Non-White = 76%, White = 24%
- ❖ Equity and access to drive success for all learners
 - ❖ Elementary Gifted & Talented (2021): Non-White = 31%, White = 69%
- ❖ Employee Engagement Affirmative Response Rate
 - ❖ DEI Questions: = 48%, Non-DEI Questions = 75%
- ❖ Teacher turnover rate
 - ❖ Decrease from 18% to 10.7%



FOCUS: SAFETY AND SECURITY



Belief

It is our responsibility to protect a globally inclusive community, grounded in safe, equitable opportunities for all stakeholders.

Diversity, Equity & Inclusion Objectives

- ❖ Disaggregate data on graduation rate, dropout rate, suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism, and incidents of violence to compile a set of recommendations for supporting restorative practices by grade band, race, gender, and poverty status by December 2022.
- ❖ To aid administration in being proactive in planning for solutions to problems, engage student committees (student council, SIC, diversity clubs) at each school in gathering feedback on school DEI issues by June 2022.
- ❖ Collaborate with student organizations to create recommendations for exercising inclusive practices among student groups by June 2022.

Strategies

- ❖ Connect Safety and Security staff with student groups
- ❖ Research, identify and support restorative practices
- ❖ Identify and celebrate powerful inclusive practices in each grade band

FOCUS: RECRUITMENT AND RETENTION



Beliefs

Communicating a sense of belonging, equity, and child-centered practice is at the heart of our recruitment and retention efforts.

Celebrating the diverse voices of our team members removes barriers and fuels excellence by creating space for all to be seen and heard.

Diversity, Equity & Inclusion Objectives

- ❖ By October 2021, each school and division will include 3-5 hours of DEI training into annual professional learning plans.
- ❖ By October 2021, provide support, training, and guidance for the ongoing implementation of equitable hiring practices.
- ❖ By June 2022, each certified employee will include and complete DEI professional learning experiences through the ADEPT/PADEPP Professional Growth and Development Plan.
- ❖ By June 2022, Teacher Cadet programs will increase recruitment efforts addressing children in poverty and students of color by 50%.
- ❖ By June 2022, the HR Division will increase support for alternative certification initiatives by 50%.
- ❖ By July 2022, the HR Division will direct no less than three affinity groups addressing work group inclusion and retention.

Strategies

- ❖ Increase employee satisfaction
- ❖ Stabilize teacher retention rates
- ❖ Strengthen recruitment efforts addressing diverse groups
- ❖ Facilitate inclusive work practices across the organization

FOCUS: STUDENT ACHIEVEMENT



Beliefs

All students, regardless of their unique circumstances and learning styles, can learn within equitable and culturally responsive learning environments.

Diverse experiences, cultures, and backgrounds must be respectfully reflected in the instructional materials, strategies, and assessments presented to children in Rock Hill Schools.

Diversity, Equity & Inclusion Objectives

- ❖ By December 2022, Library/Media Centers in all schools Pre-K-12 will include resources representative of the 8 identity groups.
- ❖ By June 2022, all instructional coaches, specialists, and school-based teacher leaders will engage in training on culturally responsive teaching.
- ❖ By June 2022, job-embedded professional learning experiences targeting diversity, equity, and inclusion will increase by 50%.
- ❖ By June 2022, instructional leaders will develop an action plan for responding to disparities in Gifted and Talented services.

Strategies

- ❖ Build internal capacity for supporting teachers on equitable practices
- ❖ Identify barriers to learning potential for students of color and students in poverty
- ❖ Support building leaders in implementing evidence-based practices for addressing structural inequities



FOCUS: COMMUNICATION WITH ALL STAKEHOLDERS



Belief

Our effectiveness is defined by providing equitable opportunities, inclusive practices, and targeted communication to all identity groups.

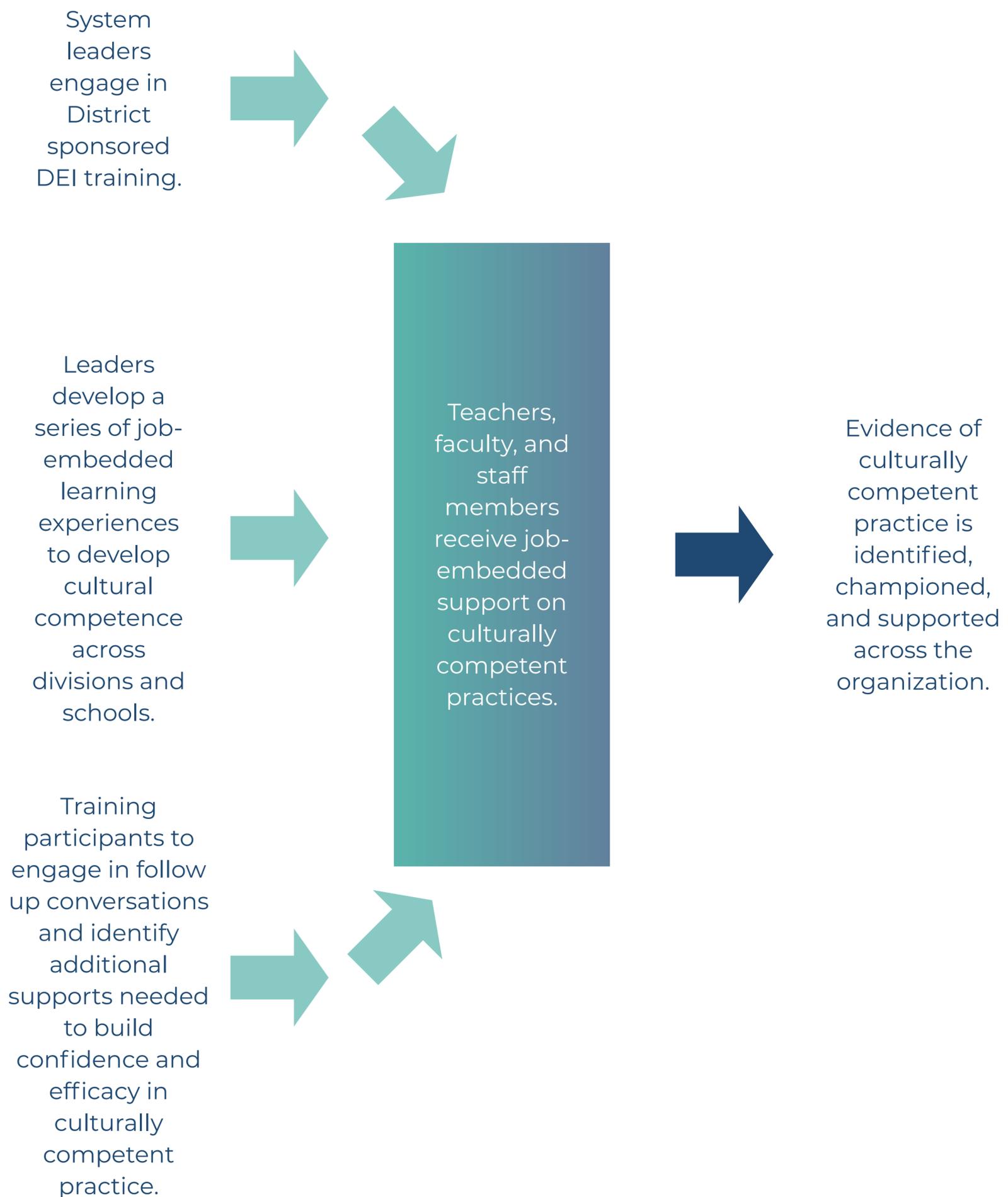
Diversity, Equity & Inclusion Objectives

- ❖ Strengthen the district's Diversity, Equity, and Inclusion communication efforts by fostering positive and engaging connections with internal and external members of the community
- ❖ Demonstrate expanded use of district-supported marketing and communication tools at the school and division level with the desired outcome to help schools and divisions better promote themselves to the community

Strategies

- ❖ Offer relational and engagement outreach efforts
- ❖ Evaluate the readability of district communications
- ❖ Build mutually beneficial relationships with key leaders

CULTURAL COMPETENCE PROFESSIONAL LEARNING MODEL





HONORING OUR COMMITMENT

Do our decisions...



Mission

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Vision

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THANK YOU

The DEI Task Force wishes to thank the Rock Hill Schools Board of Trustees, Dr. William "Bill" Cook, Jr., the Rock Hill Community Healing Initiative, and committee members for being a part of this vital work.

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UNITED BY PURPOSE

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. **It is the very foundation of good citizenship...**

Warren, E. & Supreme Court Of The United States. (1953) U.S. Reports: **Brown v. Board** of Education, 347 U.S. 483.



RESOURCES

Glossary of Terms

Affinity Group- Designed to be safe places for growth, inquiry, and problem solving, affinity groups are composed of employees who share an identity characteristic. Group engagement may be extended to include allies of an identity group who wish to be a part of solutions and innovations needed to meet the demographics' needs.

Ally- An ally is a person who is not an identifying member of a group, but supports the equitable treatment of those who identify as members of a particular group.

Diversity- Diversity describes the presence of social identity variations found within a group.

Equity- Equity refers to the fairness and justness of services, resources, experiences, materials, support, and outcomes afforded to members of diverse groups.

Inclusion- Inclusion addresses the degree by which members in an organization are accepted, valued, engaged, supported, and respected within the group.

LGBTQI- LGBTQI refers to individuals and/or the community of persons who identify as Lesbian, Gay, Bisexual, Transgender, Queer, or Intersex.

References

Each article or text below is cited as research contributing to the development of a mission and framework for the Cultural Competence Committee. Please see the annotations below for how the content was used in informing the direction of the committee's work.

Guideposts for Equity: An educator reflects on her commitment to building a just and equitable society

Berg, N. (Ed.). (n.d.). Guideposts for equity. Retrieved March 03, 2021, from <https://www.learningforjustice.org/magazine/guideposts-for-equity>

The author discusses an educator's thoughts on equitable experiences as it relates to cultural competence and recommends educators to create spaces for students to express themselves.

Immigrant, Bilingual Parents of Students with Disabilities: Positive Perceptions and Supportive Dialogue

Cheatham, G. A., & Lim-Mullins, S. (2018). Immigrant, bilingual parents of students with disabilities: Positive perceptions and supportive dialogue. *Intervention in School and Clinic, 54(1)*, 40-46. doi:10.1177/1053451218762490. Retrieved March 03, 2021, from https://www.researchgate.net/publication/323944833_Immigrant_Bilingual_Parents_of_Students_With_Disabilities_Positive_Perceptions_and_Supportive_Dialogue/link/6168507166e6b95f07c744df/download

Strategies are outlined for improving communication with multilingual parents to build strong partnerships with the school and community.



References (cont)

Diversity and Inclusion Definitions

Department of Housing and Urban Development. (n.d.). Diversity and inclusion definitions. Retrieved March 03, 2021, from https://www.hud.gov/program_offices/administration/admabout/diversity_inclusion/definitions

Clarity is given around terms used when studying diversity, inclusion, and inclusive diversity.

Toward a Critical Race Theory of Education

Ladson-Billings, G., & Tate IV, W. F. (n.d.). Toward a Critical Race Theory of Education. Retrieved March 03, 2021, from <https://www.unco.edu/education-behavioral-sciences/pdf/TowardaCRTEduca.pdf>

The article examines the place of Critical Race Theory in public schools. The article outlines why considering education through this lens is not beneficial to children in American schools.

Fostering an Inclusive Climate

Nishii, L., Ph.D. (2020, June 25). Fostering an Inclusive Climate (ILRDI004: Cornell University). Lecture presented at ILRDI004: Cornell University

This lecture explores strategies for employee retention and creating inclusive work cultures. Content from this course is proprietary and owned by Cornell University. Links to the course and transcripts are not available publicly.

Rock Hill Community Healing Initiative

Racial Equity Institute. (2021, February 10-11). Rock Hill Community Healing Initiative Racial Equity Institute Training. Lecture presented at Rock Hill Community Healing Initiative in Virtual, Rock Hill, SC.

<https://rockhillcommunityhealing.com/>

A collaborative effort between local businesses and organizational leaders to bring the community together in healing. The group participated in workshops hosted by The Racial Equity Institute in Feb. 2021.

LGBTQI+

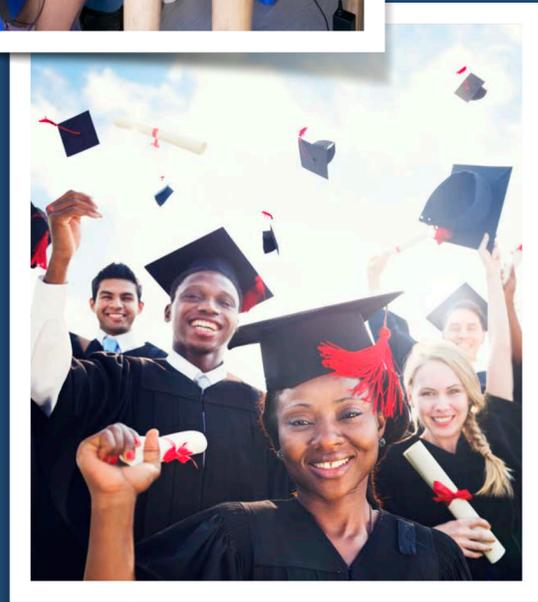
United Nations Research Institute for Social Change. (2018, March 27). LGBTQI+. Retrieved March 03, 2021 from <https://socialprotection-humanrights.org/key-issues/disadvantaged-and-vulnerable-groups/lgbtqi/>

This resource provides a list of terms used to describe the “wide range of sexual orientations and gender expressions,” present in the workplace. It provides clarification on job discrimination and workplace considerations as well as legal cases impacting this community.

Ageism: Quick Guide to Avoid Ageism in Communication

World Health Organization. (2016, September 23). Ageism in the workplace. Retrieved March 03, 2021, from <https://www.who.int/publications/m/item/quick-guide-to-avoid-ageism-in-communication> (Link Updated November 19, 2021).

This site offers thoughts on communicating to different age groups in inclusive and effective ways.



**ONE TEAM
ONE MISSION
ONE ROCK HILL**

