



NAACP Fairfax County Branch “FCPS Call to Action”

Strategic Proposal: Systemic Equity & Educational Excellence for FCPS

The Urgency of Reform: Why We Must Act Now

For too long, deep-seated institutional disparities within Fairfax County Public Schools (FCPS) have compromised the educational outcomes and well-being of Black, minority, and disabled students. Measures taken thus far have failed to eliminate hostile learning environments, disproportionate disciplinary actions, and systemic delays in resolving discrimination complaints. Addressing these structural breakdowns is not a matter of choice; it is a binding civil rights obligation. We call for immediate, measurable actions to safeguard vulnerable students, diversify our workforce, and restore community faith in the district's commitment to genuine equity and educational excellence.

This “Call to Action” translates the priority initiatives of the Fairfax County NAACP into an actionable, structured framework for Fairfax County Public Schools (FCPS). The plan establishes clear pillars, specific mechanisms, and rigorous accountability measures to drive systemic change within FCPS.

Pillar 1: Data-Driven Accountability to Address Hostile School Culture

Transforming school climate requires clear data baselines and zero-tolerance policies for hostile, discriminatory, or non-compliant environments.

1.1 Quarterly Equity and Accessibility Audit (Survey)

- Objective: Gather comprehensive, unvarnished data on school climate, systemic barriers, racial dynamics, and disability discrimination/accommodation compliance from the frontline.
- Mechanism: Implement quarterly equity and accessibility screeners tailored separately for staff, students, and parents.
- Audit Scope: Questions must track both civil rights experiences (racial climate, microaggressions) and disability-specific compliance (adherence to Section 504/IEP accommodations, physical and digital accessibility).
- Participation Incentives:
 - Students: Community service hours or school-branded incentives.
 - Staff: Professional development credits or small stipends for completion.
- Data Utilization: Publish disaggregated, school-level data dashboards to identify specific institutional patterns, compliance backlogs, and disparate treatment trends, directly guiding targeted operational interventions. Ensure all data collection, reporting, and public dashboards comply with FERPA and applicable privacy laws, protecting the confidentiality of

students, staff, and families.

1.2 Eradication of Divisive, Racial, and Ableist Rhetoric

- Objective: Establish a safe, psychologically secure, and physically accommodating learning and working environment across all FCPS facilities.
- Strategic Steps:
 - Definitions: Explicitly define anti-Black, racially hostile rhetoric, ableist rhetoric (mocking, degrading, or weaponizing a student's disability status), microaggressions, and hate speech within the Student Rights and Responsibilities (SR&R) and employee handbooks.
 - Mandatory Reporting: Require that any incidents defined above be immediately reported to the school administration and designated third-party outside the school building.
 - Investigation Protocols: Standardize immediate, third-party reviews of reported incidents to eliminate building-level bias, administrative conflicts of interest, or suppression.
 - Proportional Consequences: Enforce progressive discipline policies by applying consistent, equitable, and developmentally appropriate consequences for substantiated violations, up to and including termination of staff, consistent with due process procedures, and suspension or restorative interventions for students who engage in targeted harassment or intentional non-compliance with student protections.

1.3 Discipline Equity and Automated Manifestation Determination Audits

- Objective: Eliminate the disproportionate use of exclusionary discipline against students with disabilities, particularly those at the intersection of race and disability.
- Mechanism: Deploy an automated tracking trigger within the district's central discipline database. Any school showing a statistical variance where disabled, minority students, and any protected class of students are suspended or removed at a higher rate than the general student body triggers a mandatory, independent review of their Manifestation Determination Review (MDR) data.
- Operational Intervention: In cases of high disproportionality, building leadership must shift from punitive removals to deploying specialized intervention teams tasked with immediately restructuring Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs). This may include quarterly reviews of discipline data.

End Note: These objectives are designed to comply with, not exceed, IDEA/Section 504 case law.

Pillar 2: Institutional Infrastructure and Advocacy

Building structural oversight ensures equity and disability compliance initiatives are professionally managed and student voices are institutionalized.

2.1 Reestablishment of Centralized Equity & Compliance Specialists

- Objective: Provide dedicated, expert oversight to unify civil rights and disability equity efforts across the division.

- **Structural Change:** Move away from relying solely on school-based "Equity Leads" (who often balance full-time teaching duties). Reestablish full-time, centralized Equity and Compliance Specialists within the FCPS Office of Equity.
- **Core Mandate:** These specialists will serve as objective auditors, conduct frontline field investigations, support building administrators, and ensure consistent, rigorous compliance with Title VI, Section 504, and IDEA guidelines across all pyramids.

2.2 Intersectional Student Focus Groups

- **Objective:** Elevate frontline student perspectives, particularly those most impacted by systemic failures, to inform executive policy decisions.
- **Structure:** Form permanent, demographic-representative student advisory focus groups at every high school.
- **Inclusive Representation:** Mandate that these groups include dedicated representation for students utilizing Section 504 plans and Individualized Education Programs (IEPs) to capture the lived reality of disabled and twice-exceptional (2e) students.
- **Feedback Loop:** Require quarterly briefings between student representatives, the Office of Equity, and Superintendent leadership to ensure policy adjustments are informed by current student realities.

Pillar 3: Workforce Diversity, Special Education Recruitment, and Retention

To achieve educational excellence, the FCPS educator and specialized support workforce must reflect the diversity of the student body and meet the specialized needs of the population.

3.1 Targeted Diverse Teacher and Specialized Staff Hiring Initiative

- **Objective:** Aggressively close the representation gap among minority educators and eliminate severe staffing shortages in special education departments. We recommend that Target Outcomes be measured using the academic year 2025/2026 as a baseline in your reporting.

Strategy	Implementation Details	Target Outcomes
HBCU & Specialized Pipelines	Establish formal, recurring recruitment partnerships and dedicated hiring events with Historically Black Colleges and Universities (HBCUs). Partner with university networks to recruit dual-certified (General Ed/Special Ed) and minority specialized staff.	Increase annual in-state and out-of-state minority and special education certified hiring by 25%.

Financial Incentives	Deploy competitive signing bonuses specifically allocated for high-need schools, diverse educators, and licensed special education teachers/therapists.	Full staffing of diverse educators and critical special education roles prior to the start of the school year.
Retention & Inclusion Packages	Provide structured mentorship programs, professional support, and housing/cost-of-living stipends tailored for educators committing to multi-year contracts in the division.	Reduce minority and special education teacher attrition rates within their first three years by 15%.

Pillar 4: Transparency in Civil Rights and Discrimination Complaints

Building trust requires clear timelines, parent empowerment, and an indisputable, audited paper trail for all race, sex, and disability-related discrimination complaints.

4.1 Restructured Discrimination and Accessibility Complaint Framework

To ensure transparency and accountability, the administration must overhaul the resolution process for parent and student discrimination, non-accommodation, and civil rights complaints.

- **Objective:** Transparency surrounding the process for raising discrimination complaints and prompt and just responses to complaints received.
- **Structure:** Widely advertise complaint submission procedures to families and students, such as in News You Choose emails, at back-to-school nights, and clearly posted in school front offices. Swiftly and exhaustively address any complaints received pursuant to the following timeline.
- **Intake & Parent Partnership (Day 1–3):** Provide parents with a standardized, comprehensive "Complaint Packet" outlining their rights under Title VI, Section 504, and IDEA. Pair the family with an ombudsman or centralized Equity Specialist to assist in gathering documentation and establishing the formal file.
- **Formal Investigation & Documented Paper Trail (Day 4–15):** Administration initiates a formal review. Every interview, statement, accommodation log, and physical/digital piece of evidence must be logged in a secure, centralized civil rights database. This creates an unalterable paper trail detailing every step taken by building-level and division-level leadership.
- **Packet Submission & Quality Review (Day 16–20):** The investigating administrator compiles a formal compliance packet. This packet must explicitly substantiate that proper

legal, policy, disability accommodation, and equity steps were executed. The packet is submitted to both the Office of Equity and the parents for verification.

- **Resolution & Actionable Findings (By Day 30):** Issue a binding, written determination to the family. The report outlines verified findings, specific systemic or compensatory adjustments if accommodations were denied, and long-term support plans for the impacted student.

“The Standard for Accountability: True equity is not defined by intent; it is proven through clear structural funding, rigorous data collection, public transparency, and enforceable consequences for institutional failures.” ~ Fairfax County NAACP

Action and Oversight Requests

In addition to this “Call to Action”, the NAACP Fairfax County Branch is requesting:

1. Quarterly Accountability Meetings: A formal commitment from Dr. Reid to meet with the Branch leadership quarterly to review the data, trends, and compliance metrics generated by the "Survey" outlined in Section 1.1.
2. Joint Recruitment Coalition: A formalized partnership framework to work in concert with the Fairfax County Public Schools system on strategic recruitment and retention efforts for Black, Minority, and specialized Staff (including both Teachers and Administrators).
3. An opportunity to provide input on a draft of the Section 1.1 screeners before they are sent out to students, staff, and families to ensure that all crucial metrics are covered.

Closing Statement

These recommendations are intended to strengthen FCPS’s compliance with existing federal and state laws, policies, and civil rights obligations. By building upon current legal requirements and best practices, they provide a practical framework for creating a more equitable, inclusive, and accountable educational environment for all students.