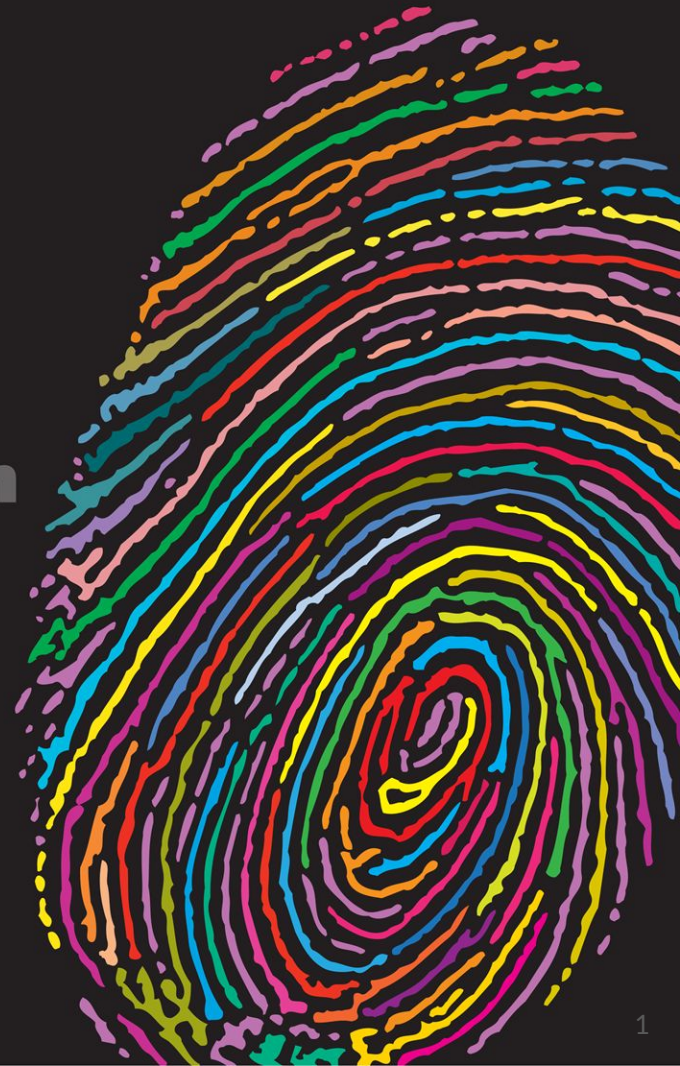




A Path Forward Together

Equity Workshop - June 1, 2021



Promise and Progress on Equity

Dr. Scott Ziegler, Interim Superintendent

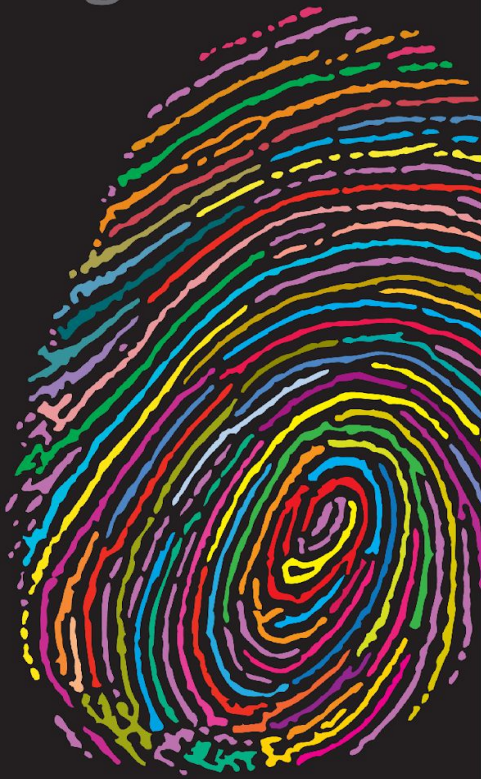
© 2021 All Rights Reserved. Loudoun County Public Schools

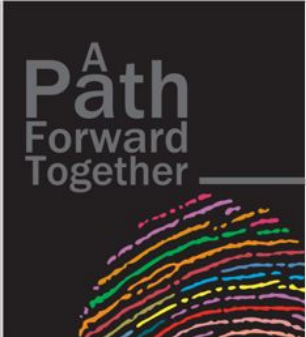
Promise and Progress on Equity

Dr. Scott Ziegler, Interim Superintendent

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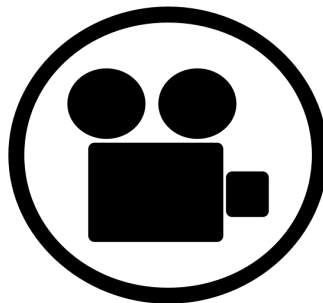
Introduction and Background

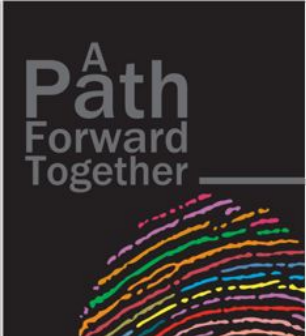




Student Voice: Christian Y., Senior, Riverside High School

A student video was shown during the live presentation.





Journey to 2021



Critical race theory in disguise? Equity plan has Loudoun County parents at odds

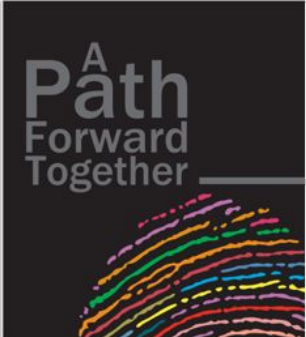
by LISA FLETCHER, WJLA | Wednesday, May 19th 2021

The Washington Post
Democracy Dies in Darkness

Education

As schools expand racial equity work, conservatives see a new threat in critical race theory

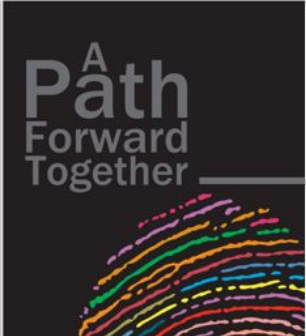
Laura Meckler and Hannah Natanson, May 3, 2021



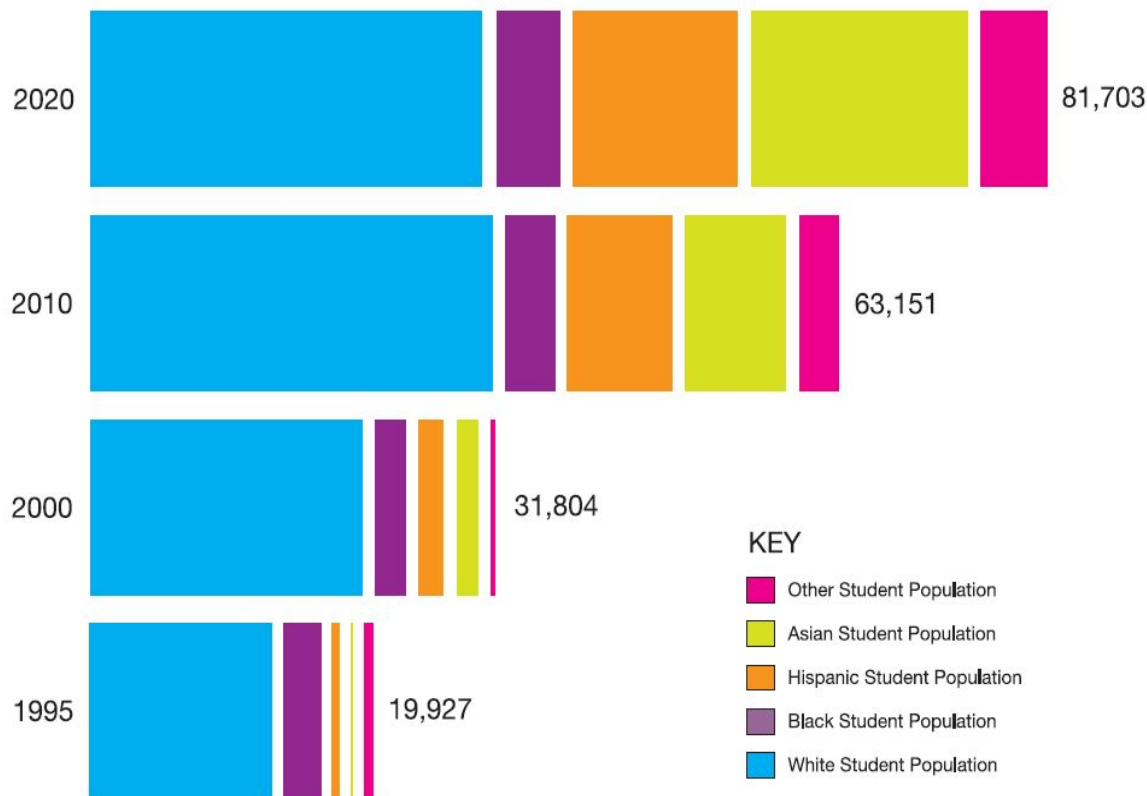
Student Voice: Katie R., Senior, Freedom High School

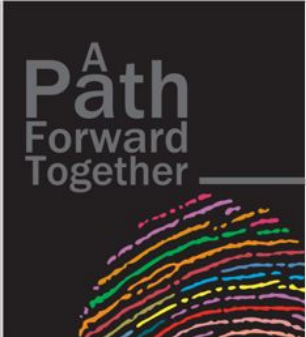
A student video was shown during the live presentation.





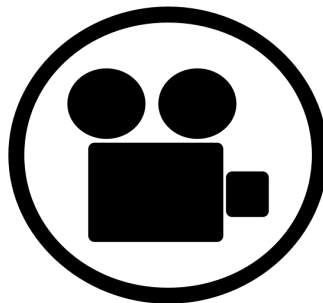
Our Changing Schools - 25 Years

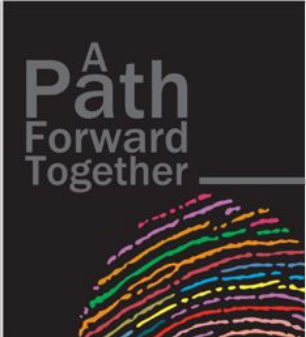




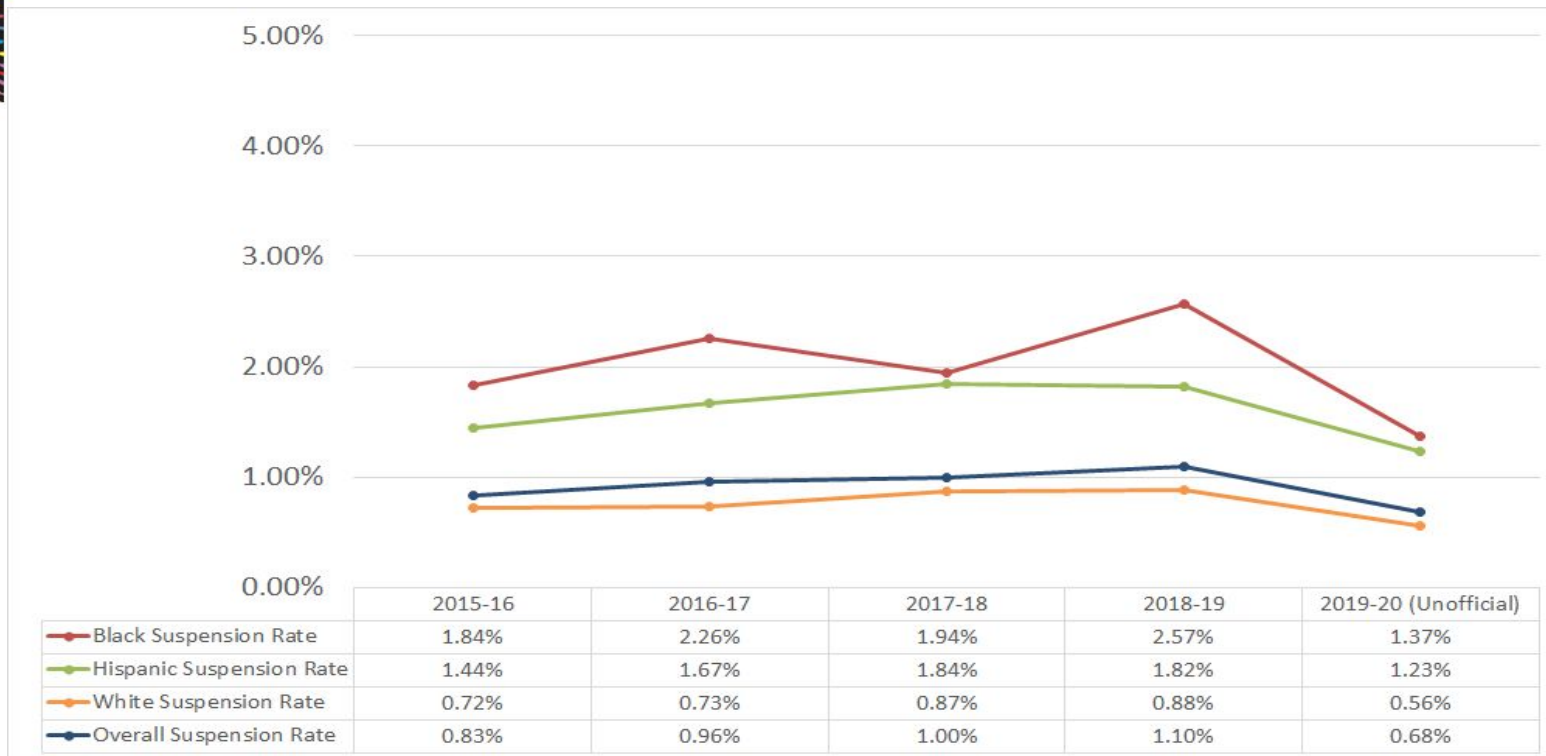
Principal Voice: Jeff Joseph, Dominion Trail Elementary School

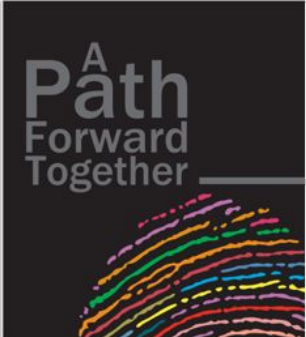
A principal video was shown during the live presentation.





Opportunity Gaps: Discipline Disproportionality





Opportunity Gaps: 2020 On-Time Graduation Rate by Subgroup

All Students	96.8
Female	97.5
Male	96.2
Black	96.9
Hispanic	88.5
White	98.8
Asian	99.5
American Indian	90.5
Two or More Races	98.1
Students with Disabilities	95.5
Economically Disadvantaged	90.6
English Learners	79.8
Homeless	60.9

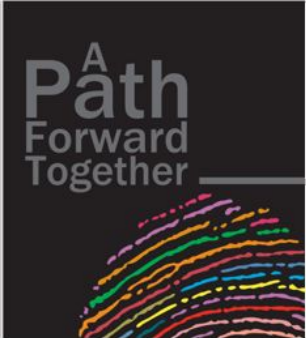
ath Forward Together

ath Forward Together

Definitions of Terms & Common Language Used in Equity Work

Lottie Spurlock, Director of Equity

Dr. Traci Townsend, Supervisor of Equity

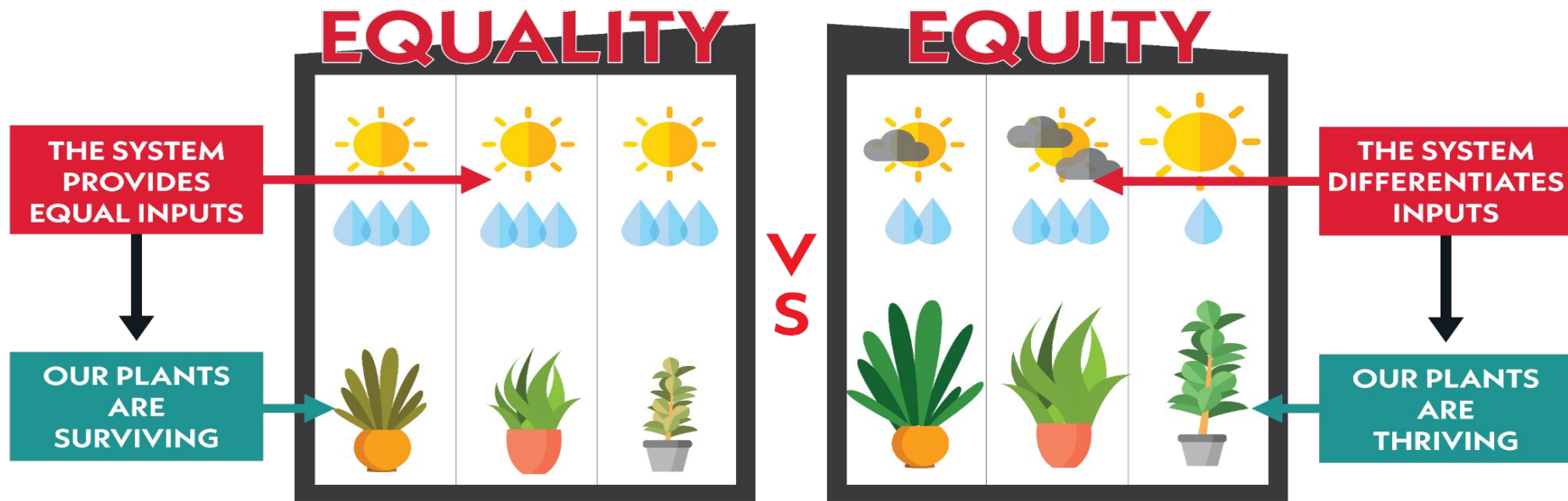


What is Equity?

Educational Equity is achieved when we eliminate the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.

~VDOE Office of Equity and Community Engagement

Equity - Opportunity for Success



VIRGINIA DEPARTMENT OF EDUCATION

DIVERSITY

A system that has a good understanding of what diversity of representation really means, diverse = differences.

- Diversity of thought, diversity of religion, racial diversity, gender diversity, diversity of experience, etc.
- Diversity of workforce - rate, offerings, positions.
- A diverse staff that reflects the county demographics.
- Diversity of participation in parent connection opportunities that reflect the county demographics.

REPRESENTATION



EQUITY

Shared power communicates the division's intent to fundamentally change the manner it practices by amplifying marginalized voices and perspectives. An equity-centered division would create spaces and environments where marginalized voices and perspectives who have not been historically valued, are now given the consideration it deserves. In addition equity is purposefully ensuring power is diversely distributed.

- Equitable resource throughout the county.
- Eliminating discipline disparities.
- EDGE in every school.
- AOS enrollment reflects the community demographic.

SHARED POWER

INCLUSION

Increasing participation and connectedness, creating a sense of belonging.

- An increase in diversity of parental engagement.
- Opportunities for every student.
- After-school programming clubs, scholarships.
- Outreach strategy and program to reach EL students.
- Increase/easier access to resources (SPED, MD, etc.).

PARTICIPATION



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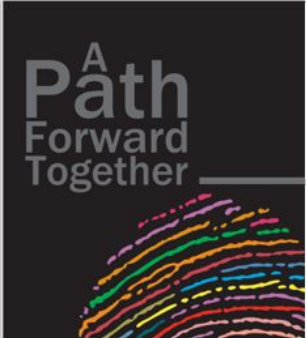
Division-wide Equity Statement



LCPS is committed to providing a safe, empathetic, respectful and supportive learning environment in order to empower every student to make meaningful contributions to the world. When students and staff experience racial insults, slurs, and/or other hate speech, we lack the positive culture and climate that supports students' growth.

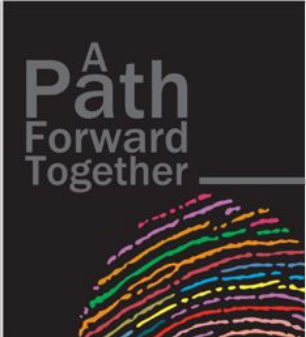
LCPS calls for all students, staff, families, and other members of our community to engage in the disruption and dismantling of **white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability**. LCPS rejects racist and other hateful behavior and language, recognizing that it encourages discrimination, hatred, oppression, and violence.

Every individual is valued in Loudoun County Public Schools. Let's celebrate the diversity that helps define us as a school division.



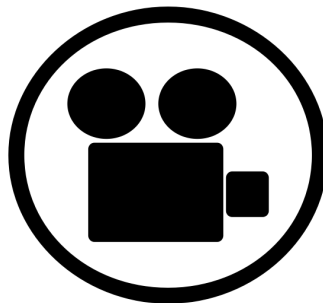
Frequently Referenced Educational Terms

- **Systemic Racism:** Systems and structures that have procedures or processes that lead to disadvantages for People of Color.
- **White Supremacy Culture:** The idea that white people and the ideas, thoughts, beliefs, and actions of White people are superior to People of Color and their ideas, thoughts, beliefs, and actions.
- **Disparities and Disproportionality:** Educational disparities are evident in markers of low academic performance and graduation rates, as well as the underrepresentation of students of color in gifted and talented educational programs.
- **Equity Literacy:** The skills and dispositions that allow us to create and sustain equitable and just learning environments for all families and students.
- **Racial Consciousness:** The awareness of race and how it can influence our actions, thinking, and beliefs.



Experiencing Racism in Our Schools

A student video was shown during the live presentation.



Equity Assessment 2019

*Dr. Ashley Ellis, Assistant Superintendent for
Instruction*

The Equity Assessment - Process and Methodology



Qualitative Research. From mid-April through the end of May 2019, The Equity Collaborative staff conducted a series of focus group sessions and interviews at 24 schools across the division to review division culture related to diversity, equity, inclusion, and race.

Participants. Elementary, middle and high school students, staff, parents and administrators were interviewed for at least an hour each. Questions asked were used as prompts for deeper discussion.

Analysis. The Equity Collaborative staff gathered all of the qualitative data, removed all names and other identifiers, sorted the comments by themes, and share the resulting analysis in the final Equity Assessment.

Results. The report highlights peoples' experiences across the system, reporting on the voices and experiences of multiple constituencies and validating them as data.

Assessment Research Showed Five Emergent Themes



1. Despite efforts from the division, school site staff, specifically principals and teachers, indicate a **low level of racial consciousness and racial literacy**. People are unclear and fearful on how to participate in conversations about race, let alone respond to racially charged incidents.
2. Educator focus groups indicated a desire to **recruit and hire diverse school staff** that reflect student racial and language backgrounds.
3. **Economic diversity across the county/division complicates the discussions** about race, leading many people to steer the conversation away from race to focus on poverty.
4. **Discipline policies and practices disproportionately negatively impact** students of color, particularly Black/African-American students.
5. **Many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.**

Assessment Data Analysis Determined Four Primary Recommendations

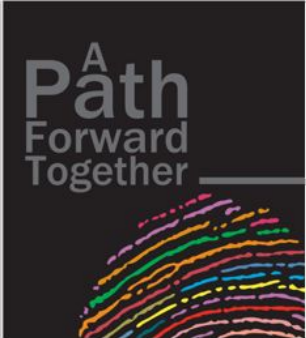


1. **Produce and publish on the “Superintendent’s Message” page a new division-authored statement** defining and condemning White supremacy, hate speech, hate crimes, and other racially motivated acts of violence. Require individual schools sites include this message on their webpage and in communications to parents twice a year (not only in response to an incident).
2. Review the current/**establish a clear policy with built-in accountability for addressing racially motivated acts** and create proactive leadership measures to address the student use of racial insults. Name that the N-word is not tolerated by anyone in LCPS.
3. Design additional opportunities for LCPS educators to engage in **professional learning about color consciousness and implicit bias**. Further establish a culturally-responsive framework to inform curricular and instructional efforts across the division.
4. Revise the current/**establish a short- and long-range action plan to address challenges related to hiring for diversity, equity, and inclusion**.

Comprehensive Equity Plan

Lottie Spurlock, Equity Director

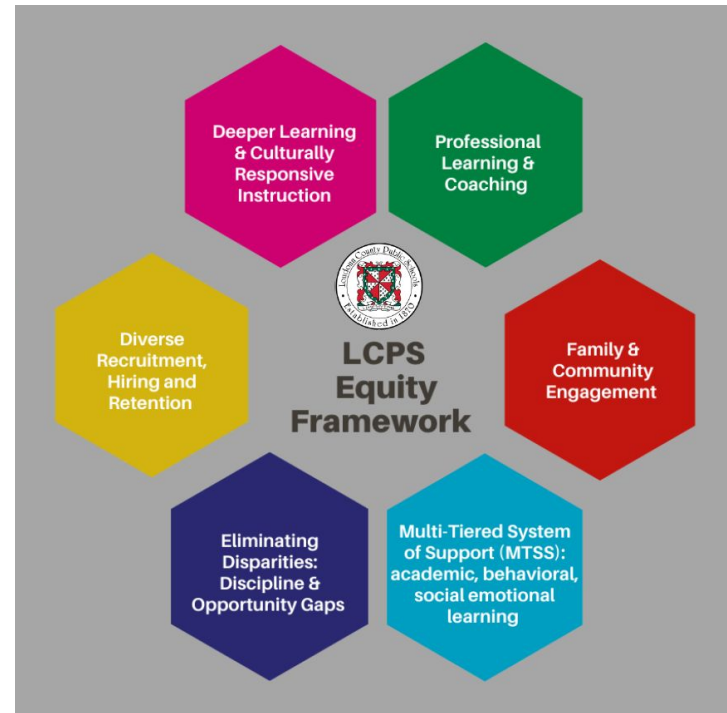
Dr. Traci Townsend, Equity Supervisor



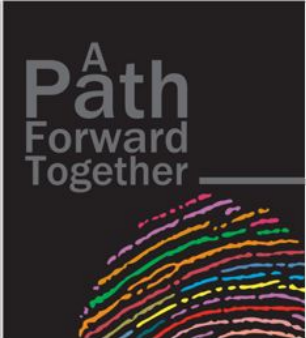
A Comprehensive Equity Plan

LCPS is committed to ensuring:

- ...student growth and academic success for **every child**
- ...**culturally-responsive**, supportive environment for inclusive, **safe learning spaces** for every student and adult
- ...utilizing methodologies for **eliminating opportunity gaps**
- ...there is improvement in programming to leverage **greater access, opportunity**, and **outcome data** for students



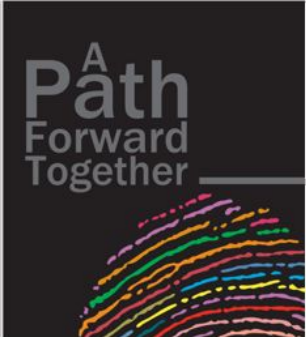
Family + School + Community Collaboration
in the development of the plan



Equity Leads

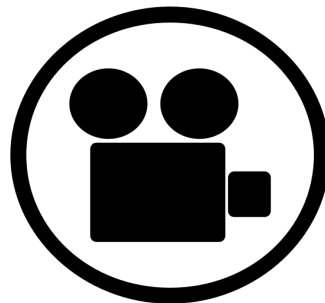
Work collaboratively with the Principal to build a solid equity-focused culture throughout the school. The Equity Lead will ensure stronger equitable practices are implemented school-wide.

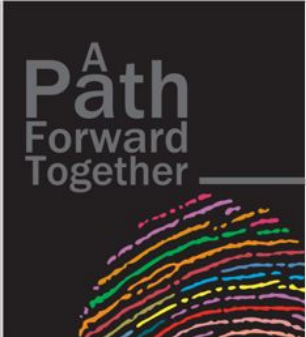
1. **Collaborate** to develop **school improvement goals** to implement instruction in a culturally responsive manner in every classroom.
2. **Collaborate** with school-based administration, school counselors, etc. to **implement strategies that advance educational equity and eliminate discipline disproportionality.**
3. **Assist in the facilitation of Professional Learning** on racial consciousness, implicit bias and culturally responsive instruction in schools and its impact on student achievement.
4. May be asked to provide consultative support on **affinity group formation** in collaboration with affinity group staff advisor or school counselor.



Teacher Learnings: Krishawna G., Teacher, Goshen Post Elementary School

A teacher video was shown during the live presentation.

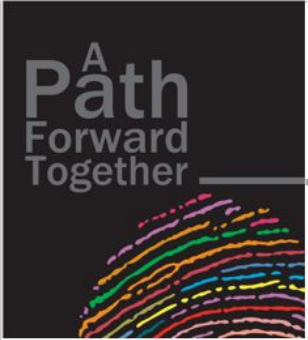




Share, Speak Up, Speak Out Sessions

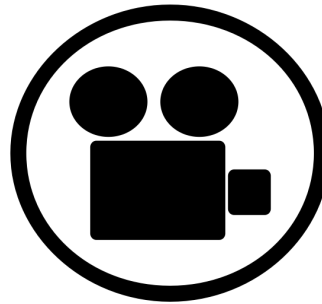
Student Equity Ambassadors

- 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.
- Among other attributes, students serving in this role require a passion for social justice, must be willing to engage in conversations, listen to learn, represent the voice of their peers who have experienced or witnessed injustices, marginalization, or discrimination, and have the potential for student leadership.



Student Led Learnings

A student video was shown during the live presentation.



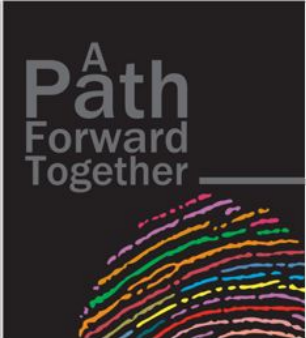
Action Plan to Combat Systemic Racism

Dr. Mark Smith, Interim Chief of Staff

Action Plan Purpose

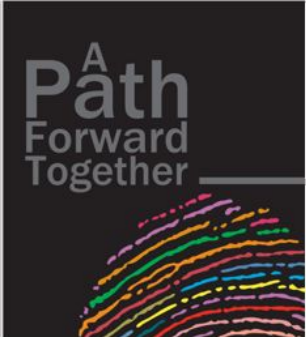
This plan is designed as a framework that identifies action steps and associated opportunities that the Loudoun County School Board (LCSB) and Loudoun County Public Schools (LCPS) Administration can take to combat systemic racism.





Action Plan Rationale

- As evidenced by the **multiple data sources** including discipline data, academy admissions, others, racism exists in LCPS.
- **Five emergent themes** from the Equity Assessment in 2019 identified areas of need including raising racial consciousness of staff, addressing racial incidents in schools, and lack of diversity in division staff.
- **Students continue to share and schools continue to address** issues related to racially-motivated acts.
- LCPS has a duty to address these issues so that each and every student may experience **safe, welcoming, and affirming environment**.



History of the Action Plan

Dec 19, 2019

21 Actions Items Presented to the School Board

June 23, 2020

Discussion of Immediate Actions to Combat Systemic Racism
Proposed Action Plan Presented to School Board

June 29, 2020

Action to remove the Raiders mascot from LCHS

July 21, 2020

Final Action Plan Presented to the School Board (16 items)

Aug - Oct, 2020

Detailed Overview of Goals and Action Items

The background of the slide features a pattern of colorful fingerprints in shades of orange, green, blue, and purple, set against a black background. The fingerprints are of various sizes and orientations, creating a textured, organic look.

ACTION PLAN ITEMS

FINALIZED/COMPLETED

- Prohibiting the wearing/flying of flags, images, or symbols on LCPS property that represent racist or hateful ideology.
- Finalize the **Protocol for Responding to Racial Slurs and Hate Speech** in Schools.
- LCPS will develop and implement a **culturally responsive instructional framework**.

A background graphic featuring a dense pattern of colorful fingerprints in shades of orange, green, blue, and purple, set against a black background. The fingerprints are of various sizes and orientations, creating a textured, organic look.

ACTION PLAN ITEMS

FINALIZED/COMPLETED

- LCSB will consider the potential **renaming of the Loudoun County High School mascot, the Raiders.**
- LCPS will maintain a **list of resources** on the LCPS Equity webpage.
- LCPS will **formally apologize** for the history of operating segregated schools.



ACTION PLAN ITEMS

IN-PROGRESS

- Finalize **revisions to the Memorandum of Understanding (MOU)** between LCPS and law enforcement.
- Revise **Policy 7560 Professional Conduct**.
- LCPS will implement measures to **reduce racial/ethnicity discipline disproportionality**.
- Implement measures to **increase the diversity of the applicant pool and the population** of admitted students at the Academies of Loudoun.

A decorative header featuring a collage of colorful fingerprints in shades of orange, green, blue, and purple. The text "ACTION PLAN ITEMS" is overlaid on the left side in white, bold, sans-serif font.

ACTION PLAN ITEMS

IN-PROGRESS

- LCPS will **revise hiring protocols, practices, and resources** for hiring managers.
- LCPS will collaborate with the Black community to **establish an interpretive display or exhibit.**
- Superintendent, Cabinet and members of the LCSB who are on the Equity Committee will **meet with LCPS staff members of color.**

A background graphic featuring a collage of colorful fingerprints in shades of orange, green, blue, purple, and yellow, set against a black background. The fingerprints are of various sizes and orientations, creating a textured, organic pattern.

ACTION PLAN ITEMS

ONGOING

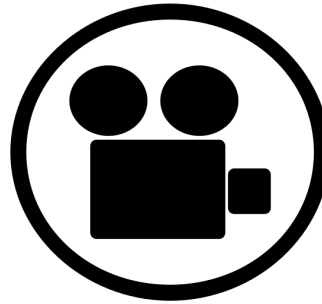
- Finalize the **comprehensive equity plan**.
- LCPS staff will **complete mandatory professional learning** related to equity.
- The Superintendent's Cabinet and LCSB will participate in their **personal continued professional learning** to build equity literacy and racial consciousness.
- LCPS will **collect qualitative data regarding racial incidents** to amplify student voices.

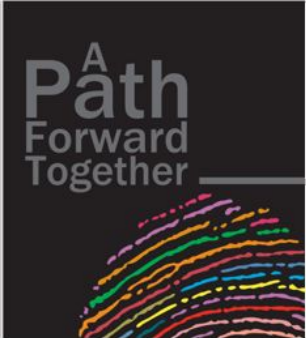
Student Voice:

Angel C., Senior, John Champe High School



A student video was shown during the live presentation.





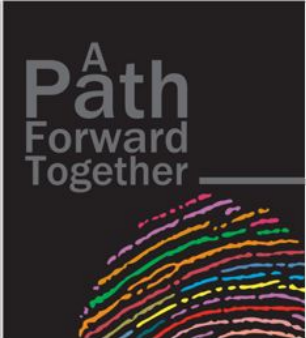
Next Steps

- Continue our **work collaboratively** with our stakeholders
- Share **regular updates** with the School Board, Community and Staff
- Remain **flexible to support the needs** of our students, staff and community

Culturally Responsive Instruction

Neil Slevin, Director of Teaching & Learning

*Jessica Harding, Supervisor of Equity & Culturally
Responsive Instruction*



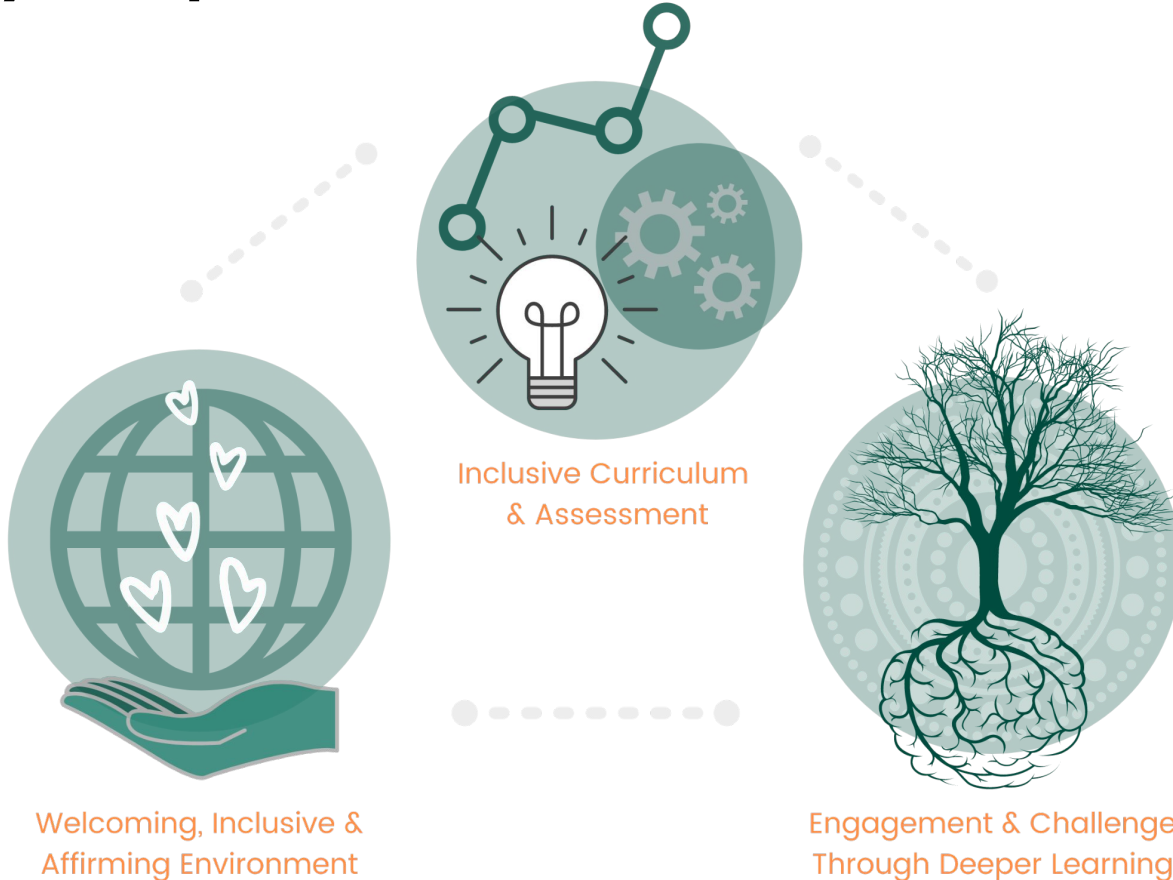
Essential Understanding

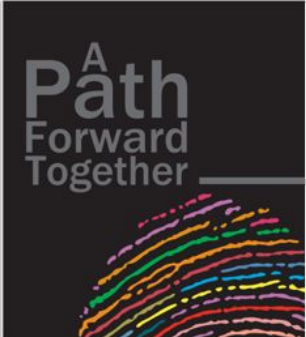


All instruction is Culturally Responsive. The question is: to whose culture are we responding? How does the lack of understanding around the concept of culture and low racial consciousness influence this?

We continue the harm when we do not acknowledge, center and/or address the lack of equitable instructional experiences provided to marginalized students in a way that ensures accountability.

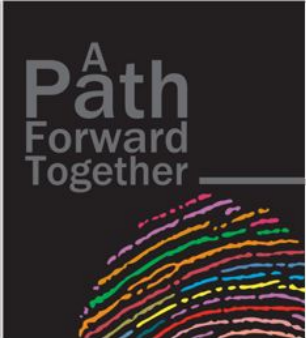
Culturally Responsive Framework Themes





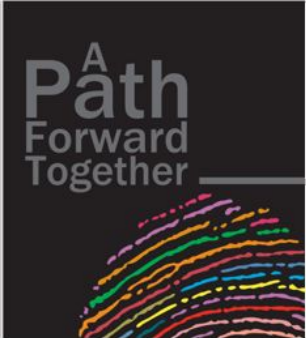
Culturally Responsive Instruction Is...

- ❑ A **mindset** that **understands and respects** students' cultures, histories and experiences
- ❑ A way to **include and center student culture and experiences in the curriculum**
- ❑ Approaches to instruction that include:
 - ❑ engaging in **self-reflection**
 - ❑ **valuing language and culture**
 - ❑ having **high expectations**
 - ❑ **honoring families**
 - ❑ focus on **deeper learning** and **critical thinking**
- ❑ Supports **diverse, inclusive, equitable** and **socially just** teaching and learning community.



Outcomes of Culturally Responsive Instruction

- ❑ Strengthens students' sense of **identity**
- ❑ Increases student **engagement**
- ❑ Ensures students are **included, represented** and **affirmed** in curricular resources
- ❑ Supports **student voice, reflection** and **critical thinking**
- ❑ **Positive impact** on outcomes related to attendance, discipline and reported perceptual data



Alignment to VDOE



- New Guidance on Cultural Responsiveness from the VDOE
 - VDOE expanding support for Culturally Responsive Instruction
 - Cultural Responsiveness will be required training for licensure
 - Updated performance standards will include Cultural Responsiveness

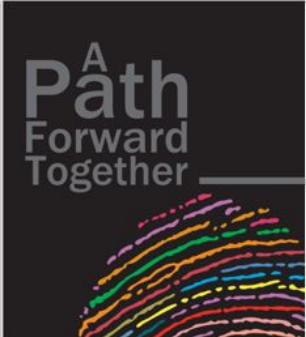
ath Forward Together

Professional Development Activities

Dr. Asia Jones, Assistant Superintendent for Pupil Services

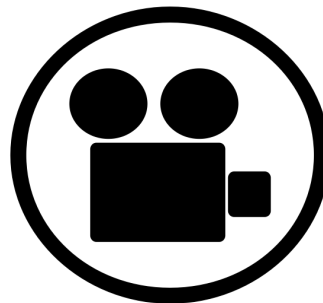
Neil Slevin, Director of Teaching & Learning

Jessica Harding, Supervisor of Equity & Culturally Responsive Instruction

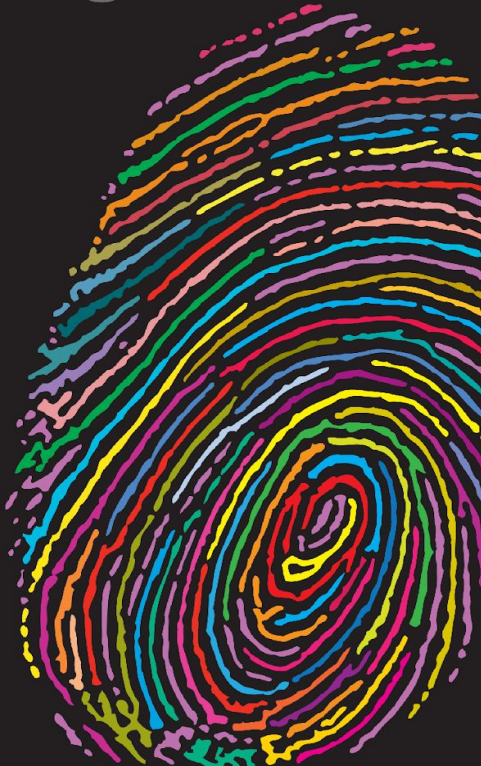


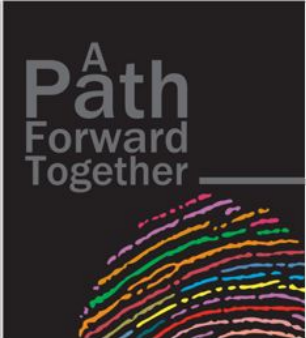
Teacher Voice: Mick M., John Champe High School

A teacher video was shown during the live presentation.



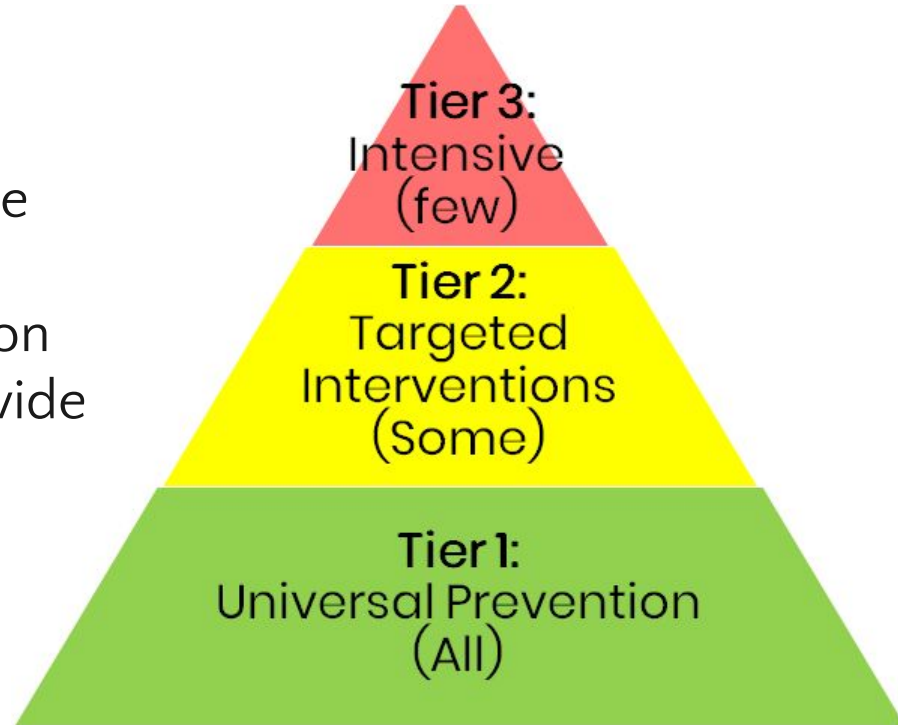
Professional Learning in Pupil Services





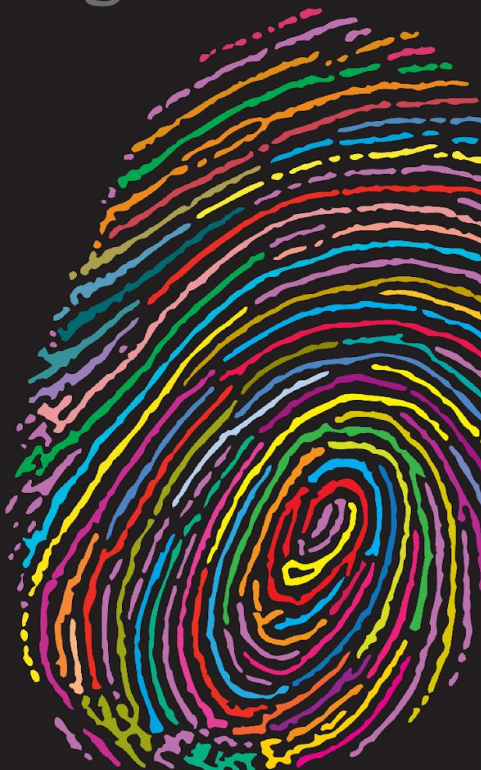
Supporting the Whole Child

- Social Emotional Learning
- Restorative and Trauma-Sensitive Practices
- PBIS – Prevention and Intervention Behavioral Framework Divisionwide
- Student Leadership and Affinity Groups
- Parent Resource Services
- Unified Mental Health Team

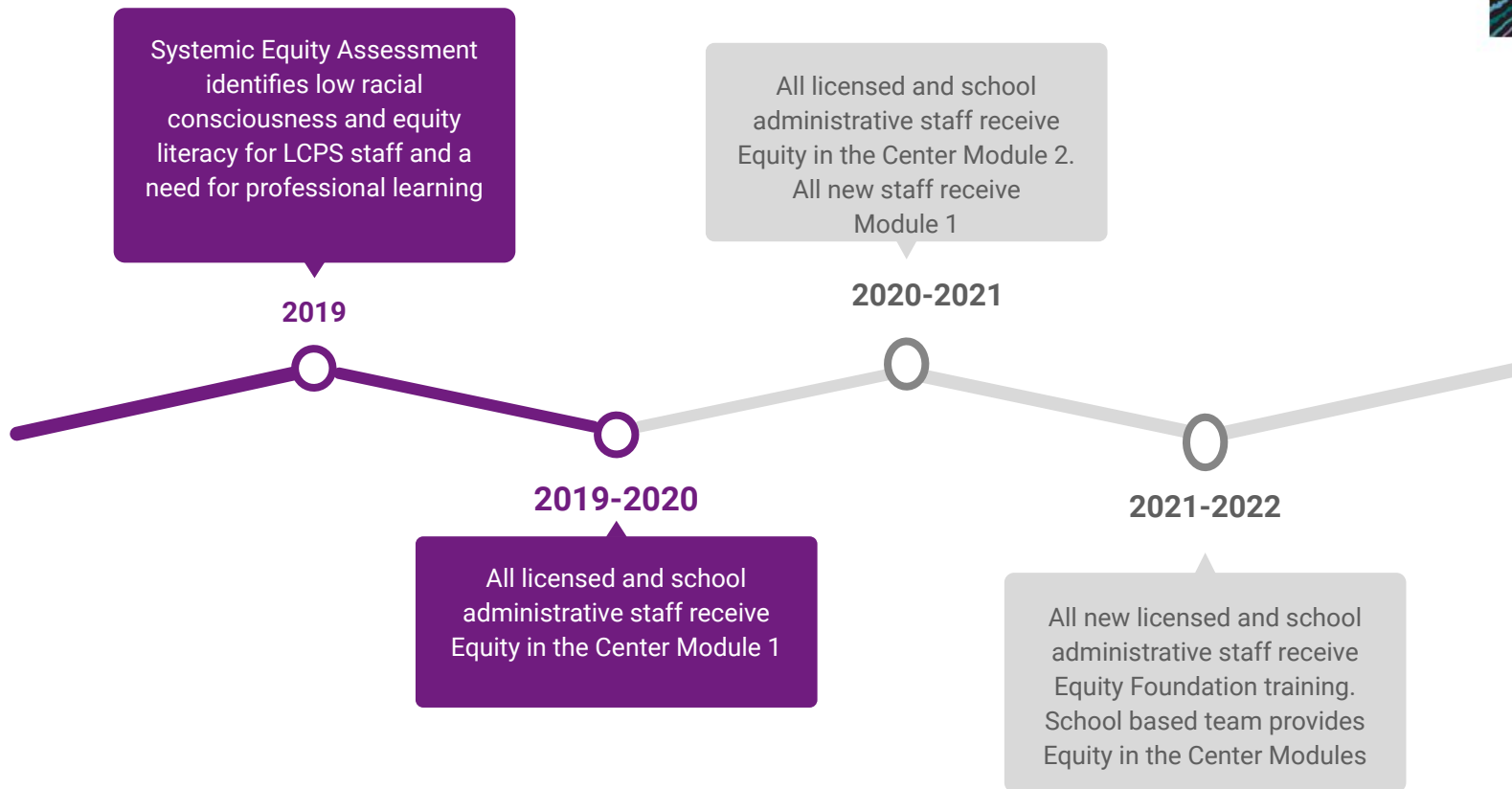


Equity in the Center

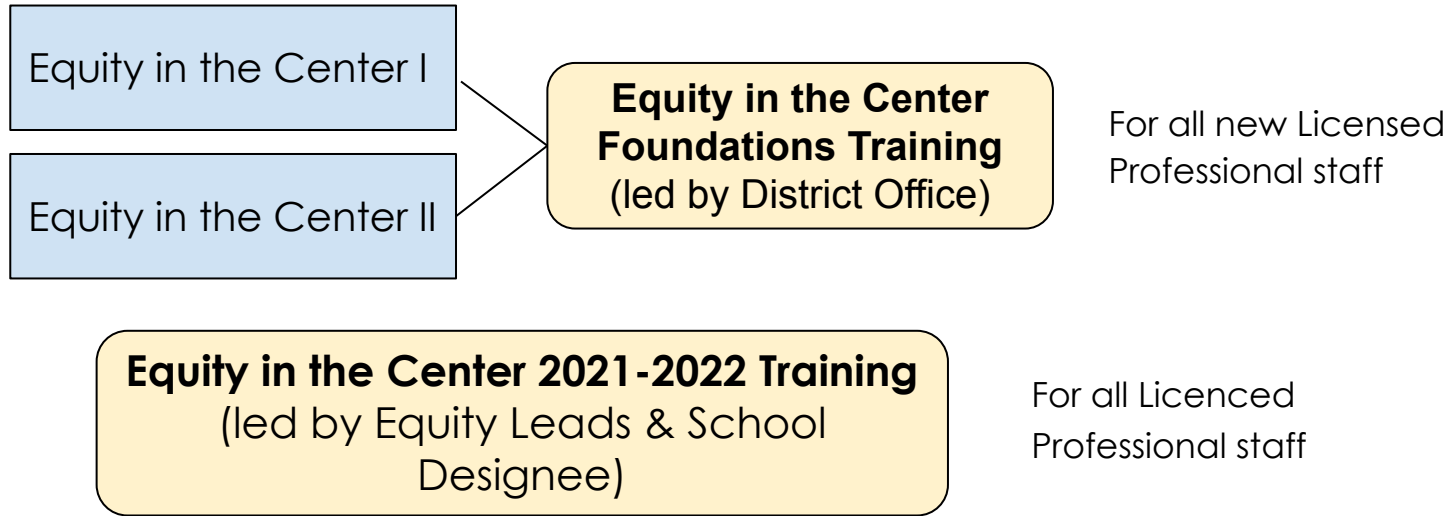
- ❑ Understand how low levels of equity literacy and racial consciousness impact our students' experience
- ❑ Apply best practices that close opportunity gaps and sustain welcoming, affirming, and inclusive environments
- ❑ Learn how to access and leverage countywide resources to be more responsive to our community

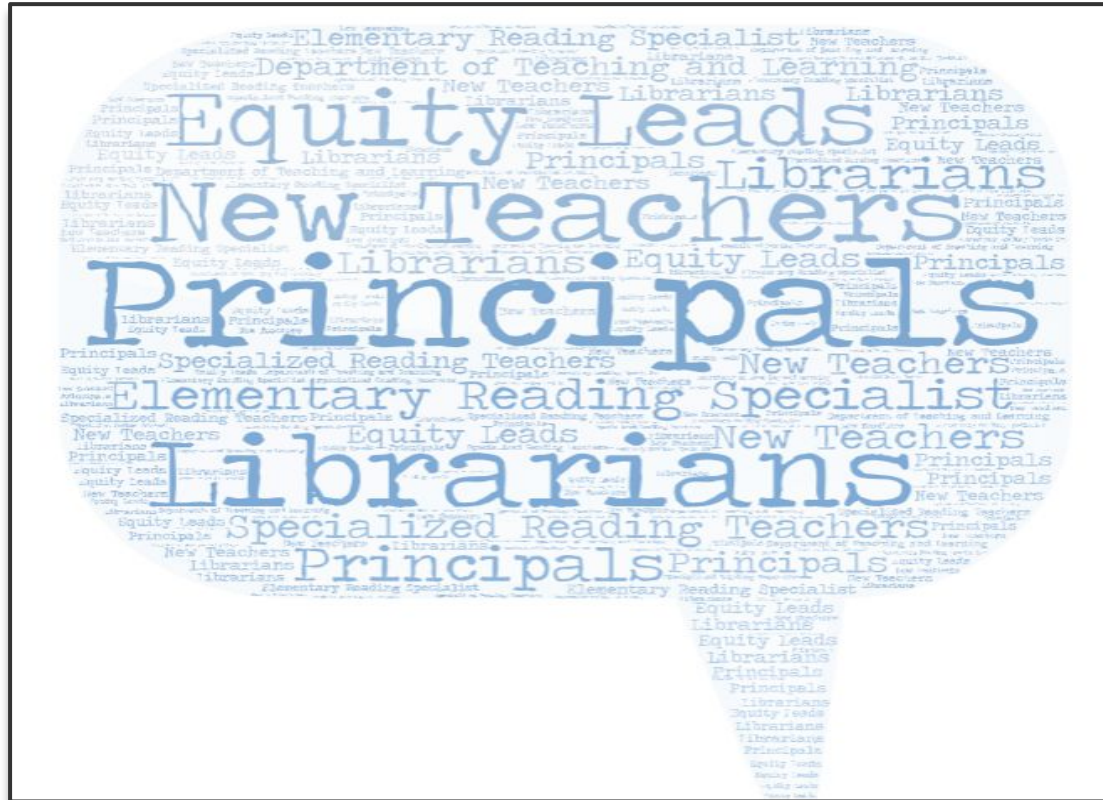


Timeline



Equity in the Center 2021 - 2022





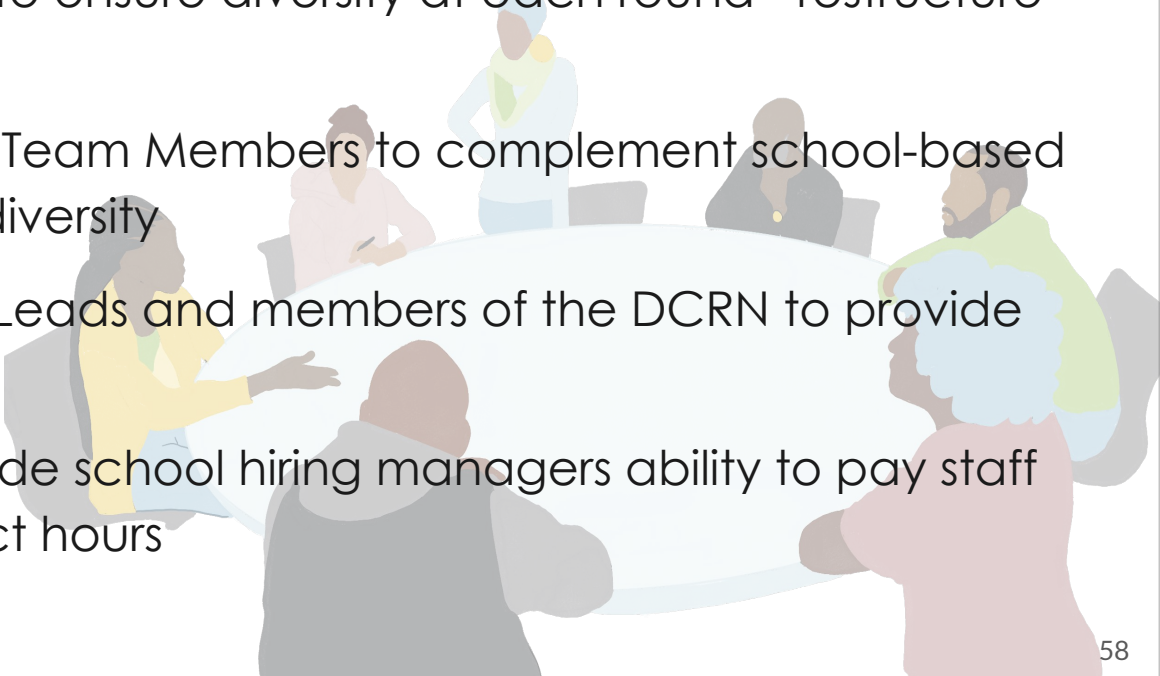
Human Resources & Talent Development Activities

*Dr. Lucia Sebastian, Interim Assistant Superintendent
for HRTD*

LCPS will revise hiring protocols, practices and resources for hiring managers to include but not limited to setting forth requirements for racially diverse interview panels



- Restructure LCPS job fairs with first and second round days; revise steps and panel composition to ensure diversity at each round - restructure Job Fairs for virtual world
- Develop HRTD Interview Team Members to complement school-based panels to ensure racial diversity
- Collaborate with Equity Leads and members of the DCRN to provide panel interview support
- Budgeted funds to provide school hiring managers ability to pay staff for interviews off contract hours



“Grow Our Own” Efforts



- **100** 2020 Letter of Intent Signatures
- 81 Completed 2021 Registration, May 21st Deadline
- Cadet Advisor Program
- Teacher Cadet Enrollment/Class Visits

Year 1	Year 2	Year 3-4	Year 5-6
Fall Newsletter	Fall Newsletter	Fall Newsletter/Hiring Newsletter (Sub Info for Year 3)	Fall/Hiring Newsletter
***	***Cadet Advisor Assignment/Engagement (Spring)	***Cadet Advisor Engagement TNT Placement in LCPS	***Cadet Advisor Engagement (limited)
Spring Newsletter	Spring Newsletter	Spring Newsletter	Spring Newsletter
End of Year Recruiter Check-In	Practicum Webinar	TBD (CAP Webinar)	TBD (CAP Webinar)

Diversity Recruitment Initiatives



HBCU Connect

Diversity Recruitment Experience Career Fairs



New This Year!

2021

2020

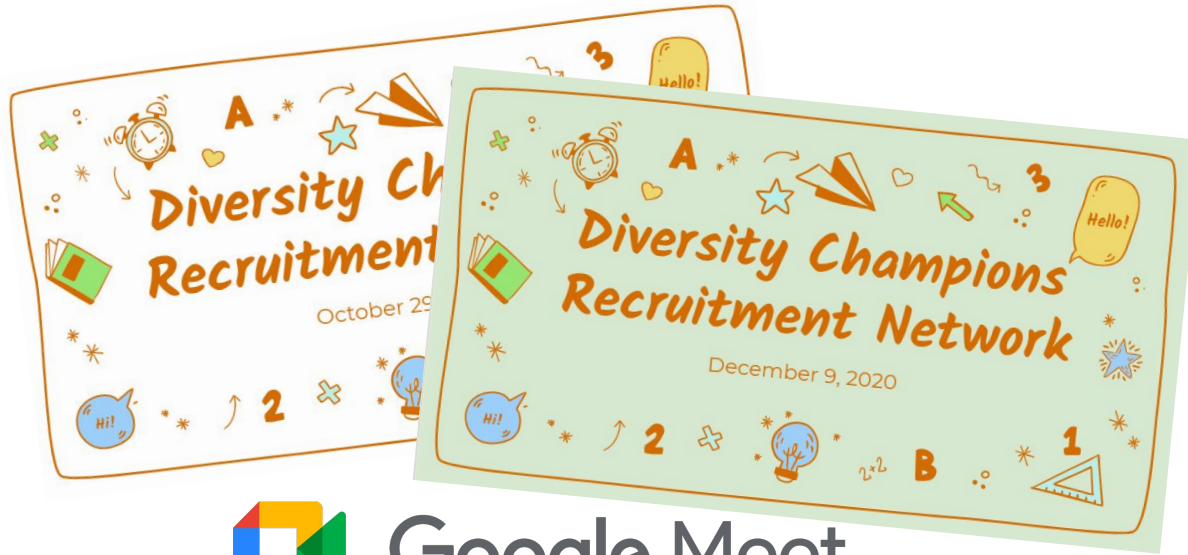
Dr. Michael M., Teacher, Discovery Elementary

“ I chose LCPS because: 1) I am a resident of our county; 2) there was an apparent need to diversify its teachers and increase cultural awareness which is a passion of mine; and 3) LCPS truly cares about its employees as demonstrated through high ratings on [...job sites...] and by word of mouth from teachers...



LCPS puts family first and is supportive of balancing work and family life.”

Diversity Champions Recruitment Network Update



Google Meet

DCRN Membership

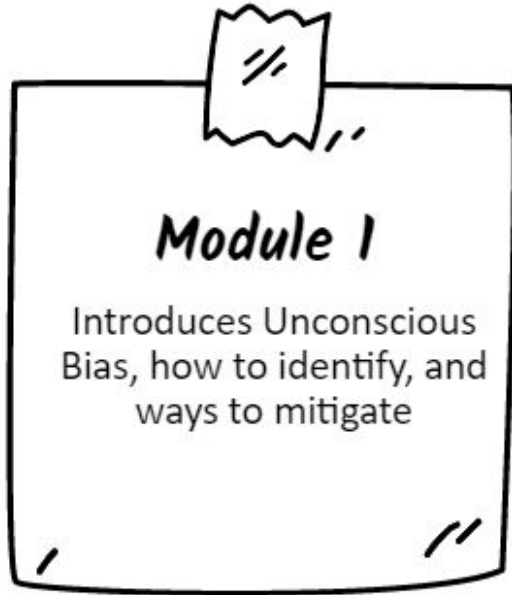
March 2019 - 48

February 2020 - 68

February 2021 - 125

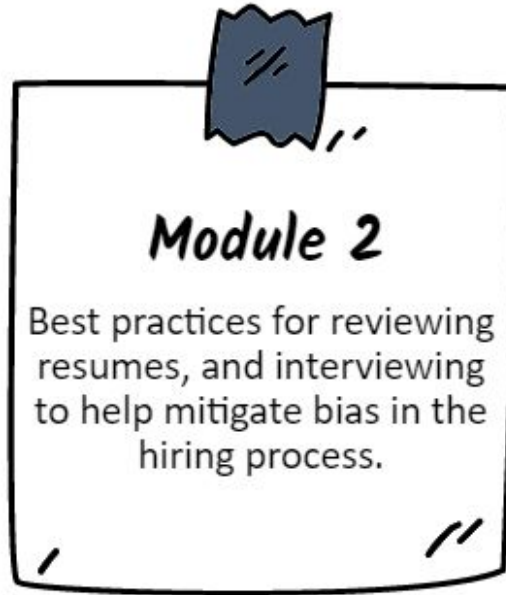
Resources for Hiring Managers

- Develop asynchronous courses with modules for Implicit Bias and Hiring Practices within Schoology



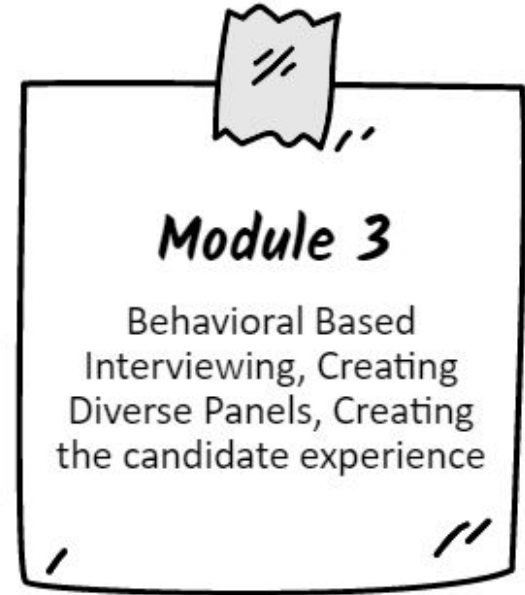
Module 1

Introduces Unconscious Bias, how to identify, and ways to mitigate

A hand-drawn style card with a white tab at the top. The card has a black outline and a small black mark in the bottom left corner.

Module 2

Best practices for reviewing resumes, and interviewing to help mitigate bias in the hiring process.

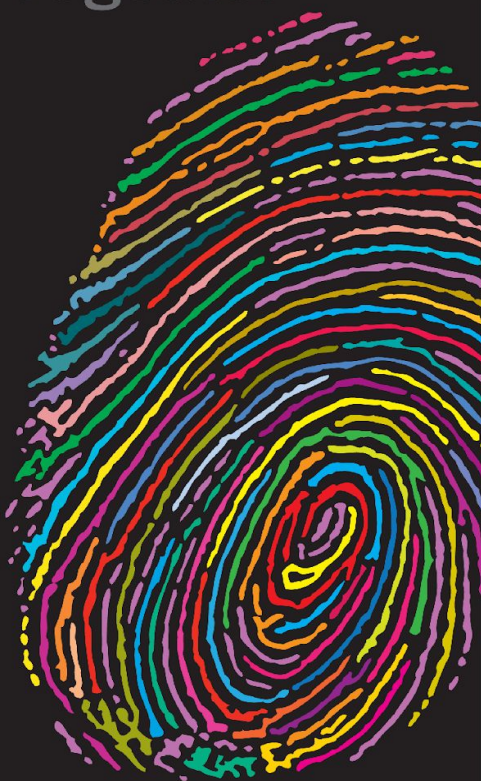
A hand-drawn style card with a blue tab at the top. The card has a black outline and a small black mark in the bottom left corner.

Module 3

Behavioral Based Interviewing, Creating Diverse Panels, Creating the candidate experience

A hand-drawn style card with a light gray tab at the top. The card has a black outline and a small black mark in the bottom left corner.

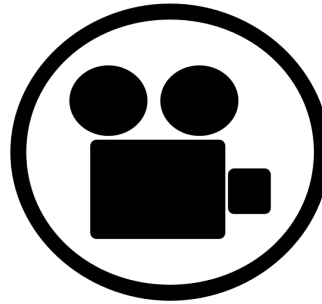
Commitment to the Community

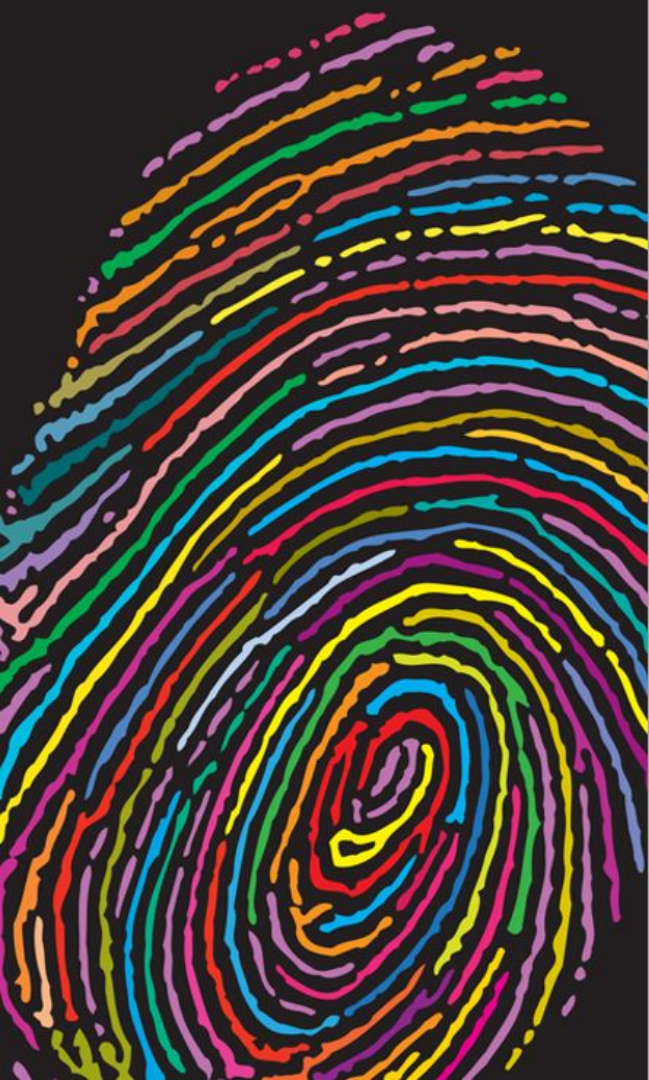


A Path Forward Together



A video was shown during the live presentation.





A Path Forward Together

Questions and Discussion



A Path Forward Together

Equity Workshop

www.lcps.org/equityoverview
www.lcps.org

