



LOUDOUN COUNTY PUBLIC SCHOOLS

21000 Education Court
Ashburn, Virginia 20148
telephone: (571) 252-1259
facsimile: (571) 252-1003
Stephen.DeVita@lcps.org

Stephen L. DeVita, Esquire
Division Counsel

January 23, 2020

VIA EMAIL AND REGULAR MAIL

The Honorable Mona Siddiqui
Assistant Attorney General
Office of the Attorney General
202 North Ninth Street
Richmond, Virginia 23219

Dear Ms. Siddiqui: *Mona*

The purpose of this letter is to provide you the additional information and data that you requested following the December 11, 2019 letter of Loudoun County Public Schools ("LCPS" or "Division") to you. Below is the LCPS response to your request for additional information and data.

Your first request was that LCPS provide you data for AET and AOS for the eighth grade students who have applied for and who have been offered admission to the AET and AOS programs for the Fall of 2020. The selection process for those students is in process and will not be completed until March. When the selection process is complete and parents and students have been notified in March, LCPS will provide you with the data that you have requested.

Your second request was regarding the SPECTRUM Program ("Program"). For this Program, you requested information about the referral process and data, disaggregated by race/ethnicity and gender, for the applications and for students selected for this Program for the 2018-19 and 2019-20 school years. The information that you requested regarding the referral process is described below. The data that you requested is attached as Attachments A and B. In the attachments, we have redacted numbers where the number of students is less than 10 in order to protect the privacy of students, as we are required to do by law.

The purpose of the SPECTRUM Program is to meet the needs of middle school students who have been identified for gifted services. Students in this Program attend a class for approximately 45 minutes a day. The curriculum for this Program includes four themes – business and economics, communication and culture, technology and engineering and ethics and perspectives. Students in this Program are involved in project-based learning, research and inquiry and problem solving and are challenged to collaborate, communicate and apply their knowledge to real-world situations. Students in this program have the opportunity for self-assessment and reflection.

Parents/guardians who are interested in having their middle school child evaluated for gifted services may refer their child by submitting a gifted referral form to the gifted resource teacher at their child's school. Teachers also may refer students and students may refer themselves. Parents/guardians, teachers and students may submit the referral forms in October or January/February of each school year.

LCPS makes referral forms available on the LCPS' Gifted and Talented webpage. Parents/guardians, teachers and students may also access the referral forms on their child's school gifted webpage and by contacting the gifted resource teacher at their child's school. The referral form is available in English and Spanish.

To assist families in navigating the gifted education referral and evaluation process, the Gifted Education Department holds Gifted Information Night sessions each year in the Fall and Spring at geographically accessible sites throughout LCPS. Additional sessions are held at Title I schools. All of the sessions are facilitated by the Supervisor of Gifted Education. Interpreters are available at the sessions. The Gifted Information Night presentation is posted on the LCPS Gifted and Talented webpage.

Information about the sessions is sent by email to all middle school parents/guardians and the emails are in English and Spanish. In addition, LCPS posts flyers on its main webpage, the LCPS Gifted and Talented webpage and on each school's SPECTRUM webpages. The flyers are in English and Spanish.

Parents/guardians are encouraged to contact the gifted education resource teacher at their child's school and the Office of Gifted Education to ask questions and seek guidance about the process.

Your third request was for additional data regarding the data provided on page 10 of our December 11, 2019 letter. Specifically, you asked for the middle school data for the applicants and those offered admission for the Fall of 2018. That data is provided in Attachments C and D. In the attachments, we have redacted numbers where the number of students is less than 10 in order to protect the privacy of students, as we are required to do by law.

Finally, you requested of the working document that we referred to on pages 11 and 14 of our December 11, 2019 letter. As we explained in that letter, this working document includes the 14 recommendations in the Equity Report and the steps taken or to be taken to address the recommendations. We provided you an example of one of the recommendations that was part of the working document. As requested, we are providing you in Attachment E the working document with all 14 recommendations and the steps taken or to be taken to address the recommendations. As we stated in our December 11th letter, the Superintendent and the cabinet review progress on at least a monthly basis and those responsible for following up on specific recommendations review the progress with their respective departments and lead cross-departmental collaboration when necessary.

As with our other responses to your request, please do not hesitate to let me know if you would like to have a telephone call to discuss our responses and follow up.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve", with a stylized flourish extending from the end.

Stephen L. DeVita, Esquire
Division Counsel

SLD/kmd
Attachments

cc: Dr. Eric Williams, Superintendent
Dr. Ashley Ellis, Assistant Superintendent of Instruction
Dr. Nyah Hamlett, Chief of Staff

Attachment A — SPECTRUM referral data by race/ethnicity

Question: What are the distributions for gifted referrals for 2018-19 by race?

	Referred (All)	Ineligible	Eligible
American Indian/Pacific Islander			
Asian	84	37	47
African American/Black	22	16	
Hispanic	27	18	
Two or More			
White	66	40	26
Total	211	119	92

	Referred (All)	Ineligible	Eligible
American Indian/Pacific Islander	1.42%	1.68%	1.09%
Asian	39.81%	31.09%	51.09%
African American/Black	10.43%	13.45%	6.52%
Hispanic	12.80%	15.13%	9.78%
Two or More	4.27%	5.04%	3.26%
White	31.28%	33.61%	28.26%
Total	211	119	92

Percentage Eligible (Total 211)		
	Total Eligible	Percentage
American Indian		0.48%
Asian	47	22.38%
African American/Black		2.86%
Hispanic		4.29%
Two or More		1.43%
White	26	12.38%
Total	92	43.81%

Percentage Ineligible (Total 211)		
	Total Ineligible	Percentage
American Indian		0.95%
Asian	37	17.62%
African American/Black	16	7.62%
Hispanic	18	8.57%
Two or More		2.86%
White	40	19.05%
Total	119	56.67%

Percentage Eligible (Total 92)		
	Total Eligible	Percentage
American Indian		1.09%
Asian	47	51.09%
African American/Black		6.52%
Hispanic		9.78%
Two or More		3.26%
White	26	28.26%
Total	92	100.00%

Percentage Ineligible (Total 119)		
	Total Ineligible	Percentage
American Indian		1.69%
Asian	37	31.36%
African American/Black	16	13.56%
Hispanic	18	15.25%
Two or More		5.08%
White	40	33.90%
Total	119	100.85%

Question: What are the distributions for gifted referrals for 2017-18 by gender?

Referred (All)	Referred (All)	Ineligible	Eligible
Female	122	66	56
Male	147	90	57
Total	269	156	113

Referred (All)	Referred (All)	Ineligible	Eligible
Female	45.35%	42.31%	49.56%
Male	54.65%	57.69%	50.44%
Total	269	156	113

Question: What are the distributions for gifted referrals for 2018-19 by gender?

Referred (All)	Referred (All)	Ineligible	Eligible
Female	92	59	43
Male	119	60	49
Total	211	119	92

Referred (All)	Referred (All)	Ineligible	Eligible
Female	43.60%	49.58%	46.74%
Male	56.40%	50.42%	53.26%
Total	211	119	92

Question: What are the demographics for the AET and AOS applicants for 2019-20?

School	Race		
	Academy of Engineering & Technology	Academy of Science	Grand Total
BAM	80	83	163
Asian	66	69	135
Black/African-American			
Hispanic			
MultiRacial			
White	13		
BEM	87	86	173
Asian	47	48	95
Black/African-American			
Hispanic			
MultiRacial			
White	28	26	54
BRM	27	24	51
Hispanic			
MultiRacial			
White	22	20	42
DSF	34	40	74
Asian	16	19	35
Black/African-American			
Hispanic			
MultiRacial			
White	13	14	27
ERM	92	92	184
Asian	67	72	139
Black/African-American			
Hispanic			
MultiRacial			
White	17	13	30
FWS	51	55	106
Asian	37	41	78
Black/African-American			
Hispanic			
MultiRacial			
White			
HPM	49	40	89
American Indian			
Asian	20	18	38

Black/African-American			
Hispanic			
MultiRacial			
White	18	13	31
HRM	20	31	51
Asian			
Black/African-American			
Hispanic			
MultiRacial			
White	16	25	41
JLS	43	35	78
American Indian			
Asian			
Black/African-American			
Hispanic			
MultiRacial			
White	26	20	46
JML	132	138	270
Asian	104	113	217
Black/African-American			
Hispanic			
MultiRacial			
White	20	18	38
RBM	33	36	69
Asian		13	
Black/African-American			
Hispanic			
MultiRacial			
Pacific Islander			
White	17	12	29
SHM	139	140	279
American Indian			
Asian	129	130	259
Black/African-American			
Hispanic			
MultiRacial			
White			
SMM	27	28	55
Asian			
Black/African-American			

Hispanic			
MultiRacial			
White	16	13	29
SRM	31	28	59
American Indian			
Asian	12	15	27
Black/African-American			
Hispanic			
MultiRacial			
White	12		
STM	27	23	50
Asian			
Black/African-American			3
Hispanic			
MultiRacial			
White			
TMS	55	54	109
Asian	32	34	66
Black/African-American			
Hispanic			
MultiRacial			
White	22	18	40
WMS	134	153	287
Asian	116	130	246
Black/African-American			
Hispanic			
MultiRacial			
White	10	11	21
Grand Total	1061	1086	2147

Attachment D — AOS/AET data by gender

Question: What are the distributions of students who were offered admission to the Academy of Science for the Fall of 2019?

Distribution by School and Gender

Row Labels	Count of Student Id	Count of Student Id2
BAM	23	9.96%
F		3.46%
M	15	6.49%
BEM	26	11.26%
F		3.46%
M	18	7.79%
BRM		0.87%
F		0.43%
M		0.43%
DSF	12	5.19%
F		1.73%
M		3.46%
ERM	32	13.85%
F	16	6.93%
M	16	6.93%
FWS	10	4.33%
F		2.60%
M		1.73%
HPM		2.60%
F		0.43%
M		2.16%
HRM		1.73%
F		0.87%
M		0.87%
JLS		2.16%
F		1.30%
M		0.87%
JML	30	12.99%
F	12	5.19%
M	18	7.79%
RBM		3.46%
F		1.73%
M		1.73%
SHM	38	16.45%
F	17	7.36%
M	21	9.09%
SMM		1.73%
F		0.43%
M		1.30%
SRM		1.73%
F		0.43%
M		1.30%
STM		0.43%
M		0.43%
TMS		2.60%
F		1.73%
M		0.87%

WMS	20	8.66%
F	15	6.49%
M		2.16%
Grand Total	231	100.00%

Question: What are the distributions of students who were offered admission to the Academy of Engineering and Technology for the Fall of 2019?

Distribution by School and Gender

Row Labels	Count of Student Id	Count of Student Id2
BAM	32	9.94%
F	11	3.42%
M	21	6.52%
BEM	39	12.11%
F	13	4.04%
M	26	8.07%
BRM		2.17%
F		0.31%
M		1.86%
DSF		2.80%
F		0.93%
M		1.86%
ERM	37	11.49%
F	21	6.52%
M	16	4.97%
FWS	17	5.28%
F		2.48%
M		2.80%
HPM	12	3.73%
F		0.31%
M	11	3.42%
HRM		1.24%
F		0.31%
M		0.93%
JLS		2.17%
F		0.62%
M		1.55%
JML	42	13.04%
F	22	6.83%
M	20	6.21%
RBM		2.48%
F		0.62%
M		1.86%
SHM	45	13.98%
F	20	6.21%
M	25	7.76%
SMM		0.93%
F		0.31%
M		0.62%
SRM		1.86%
F		0.62%
M		1.24%
STM		0.62%
M		0.62%
TMS	14	4.35%

F		2.48%
M		1.86%
WMS	38	11.80%
F	25	7.76%
M	13	4.04%
Grand Total	322	100.00%

INITIAL REPORT
Systemic Equity Assessment:
A Picture of Racial Equity
Challenges and Opportunities in Loudoun County Public Schools
Follow Up Chart

Recommendation <i>Primary and secondary leads support each recommendation.</i>	Notes <i>Updated regularly by Cabinet members.</i>	Timeline
1.School Administrators establish proactive measures that intervene and mitigate the impact of racial incidents experienced by students of color in order to build an inclusive culture that doesn't tolerate harassment. (p.13)	<p>Department of Pupil Services staff will provide professional learning regarding how to run an effective morning meeting/advisory/student forum to support classroom climate and connection and address racial tolerance.</p> <p>10/24/19 Update: Restorative practice (RP) training team is working individually with schools to develop effective morning meetings (language and circles) through the use of Tier 1 RP strategies. This year we have provided Advisory Workshops to Willard, Seneca Ridge, John Champe, Discovery, Park View HS. Potomac Falls is scheduled to certify ALL staff this year.10/28/19. Next Steps - Identify how we prepare RP trainers to be utilized by school based staff to address LCPS resources to support schools.</p> <p>09/09/19 Update: Progress: Training has been provided to the 33 elementary schools who are implementing Social Emotional Learning</p> <p>Next Steps: Identify plan to expand training to other schools</p> <p>10/21/19 Update: Reviewed Second Step SEL curriculum to identify opportunities for equity elaborations with existing SEL skill lessons (e.g., empathy).</p>	Began 1st quarter

	<p>Planning to develop equity lesson extensions in collaboration with DOI Equity Specialist.</p> <p>Ongoing SEL lead meetings will occur on a quarterly basis; the SEL Lead meeting on January 22, 2020 will involve equity as a focus</p> <p>Offer ongoing division-wide Classroom System professional learning series in the fall and spring that includes trauma-informed and equitable practices (implicit bias, vulnerable decision points, neutralizing routines) in classroom behavioral management (specific training has also been provided at the new teacher seminar series, special education academy, as well as school-specific professional learning)</p> <p>*Budget request to have additional PBIS staff to support the work with teachers directly in the classroom.</p> <p>Developed “Determining Next Steps for Tiered Support” based on universal screening data (MAP, PALS) to promote equitable intervention opportunities for all learners and developed an “Instructional Match Matrix” to assign equitable and effective interventions.</p> <p>Offered the Equitable Classroom Practices Observation Tool to promote culturally responsive teaching practices.</p> <p>Identify ongoing opportunities to lead administrators (principals/assistant principals) through restorative circles as proactive approach and restorative conferences as one response to racial incidents for victim, perpetrator, and bystanders.</p> <p>10/22/19 Update: Under Disability Awareness Month, Brambleton Middle school is hosting the second Annual Unity Day 10/23/19. The focus of Unity Day is to unite against bullying by creating a culture of acceptance and inclusion for students of all races, genders, disabilities, and sexual orientation.</p>	
--	---	--

	<p>11/25/19 Update: Progress Office of School Administration facilitated activity and conversation with all principals at October 9, 2019 principal meeting, to include scenarios and table discussions regarding intervening and mitigating the impact of racial incidents in school.</p> <p>12/10/19 Update: Provided two documents to principals and assistant principals related to expectations when addressing racial slurs, hate speech, and discrimination and resource document Responding to Hate at Schools from Teaching Tolerance.</p>	
<p>2. Create a clear discipline policy that works to address necessary changes in discipline practices across the division with input from school-based student groups to include student voice. (p. 13)</p>	<p>Will provide draft language from The Equity Collaborative at August Ad Hoc Committee on Equity; at September Ad Hoc meeting the policy language will be reviewed with an activity; at October Ad Hoc focus on discipline</p> <p>09/09/19 Update: Progress: Ad Hoc committee scheduled to review sample equity policies at October meeting.</p> <p>Next Steps: Use ad hoc committee to gather feedback to revise current and add new policies. Utilize affinity groups to get feedback on new/revised policies.</p> <p>Office of School Administration should review current discipline policies and consider developing a separate discipline policy (and student discipline guidelines) to address equity. (see model guide from VDOE as a resource, collaborate with Director of Diagnostic and Prevention Services). Seek student input on this (perhaps November PEER meeting).</p> <p>With resources, expand professional learning in the area of Restorative Practices for school administrators in conducting disciplinary</p>	<p>Timeline: Winter/Spring 2020</p>

	<p>investigations (Budget FY20 implication)</p> <p>Expand professional learning in the area of prevention</p> <ul style="list-style-type: none"> - PBIS; Classroom Systems - Implicit Bias <p>10/22/2019 Update: Revised “Levels of Progression to Interventions and Responses” section in the Student Discipline Guidelines to reflect a gradual response to student misconduct to limit exclusionary discipline and promote intervention.</p> <p>Developed and published the “Reflective Considerations for Discipline” protocol for administrators when assigning student consequences to neutralize vulnerable decisions and promote equitable decision-making.</p> <p>Developed a violation report in Qlik to provide schools with real-time violation data to identify the needs of students within the school. This data is disaggregated by student subgroup to identify areas of disproportionality. Schools are encouraged to use the MTSS Data Analytics Tool (formerly known as the PBIS Data Application) to identify intervention supports for students. Professional learning will be provided to school leaders at the November, 2019 Principal’s meeting.</p> <p>11/25/19 Update: Progress: December 6 Equity Ad Hoc Committee scheduled to continue discussion on discipline policies related to equity and to possibly recommend a new policy related to equitable discipline practices. Professional learning on the Qlik app mentioned above was presented to principals on November 19. Next Steps: School Board Discipline committee will reconvene in January with new committee members.</p>	<p>Timeline: Summer/Fall 2020</p>
--	---	--

<p>3. Establish school-sponsored student affinity groups at all levels to support the social and cultural identities of students of color. This recommendation is important because it:</p> <ul style="list-style-type: none"> a. Creates a formal structure that serves as a network of care for marginalized student populations and establishes a safe place for students to unpack feelings and emotions in times of social or cultural conflict. b. Provides a vehicle for outside community or business partners to disseminate important information about educational opportunities or to provide mentoring and encouragement to students of color. (p. 13) 	<p>9/09/2019 Update: Progress: Dialogue on the establishment of student affinity groups has occurred in coaching/planning meeting with The Equity Collaborative on 9/06/2019.</p> <p>Part 3A Determine what groups exist in the schools at all levels, how they are structured and what frameworks are currently in place for the affinity groups in place throughout the division.</p> <p>Develop and conduct a needs assessment and use this information as a framework, to conduct surveys and stakeholder input, to determine: What schools would benefit from an affinity group?</p> <p>Schools identify faculty supporters</p> <p>Conduct student equity leadership workshop with support of Equity Collaborative (Budget SY20 implication)</p> <p>Roll out race-focused student affinity groups in other schools with identified student leaders and faculty sponsors</p> <p>10/22/19 Update: Student affinity group principal survey to principals collection review: 44 surveys have come back with 8 schools indicating that they have student affinity groups (race, religion, LGBTQ). Follow up request sent to remaining principals that have not responded with request of response by 10/25/19.</p> <p>RP Facilitators will engage PEER students in conversations about Race during the month of October to receive student voice and opportunities for PEER support.</p> <p>DPS staff collaborated with DOI staff at Independence High School (10/18/19) to talk about the Black Student Union they started and the</p>	<p>Timeline: Fall 2019</p> <p>Timeline: Winter 2019</p> <p>Summer 2020</p> <p>Timeline: Fall 2020</p> <p>Fall 2019/Winter 2020</p> <p>Spring 2020</p>
---	--	---

	<p>student focus groups they assembled to gather information about students' perceptions on race.</p> <p>Part 3B Schedule/hold events to prepare HS students of color for higher education opportunities, internships, etc.</p> <p>10/24/19 Update: The LCPS Counseling Department, in collaboration with Tuscarora High School held a college fair for Historically Black Colleges on 10/17/19. Also, on Wednesday, October 23, the CAMPUS students will attend an Alcanza Fair at GMU as part of our effort to inform CAMPUS students about higher educational opportunities in the area and to encourage them to pursue their education beyond high school.</p> <p>Identify organizations interested in establishing a mentoring program and establish a model. Identify schools that wish to support a mentoring program.</p> <p>10/24/19 Update: Department of Pupil Services Outreach Office is developing a partnership with Black leaders in Loudoun that visit schools that are not represented by teachers of color and they read to students during February, Black History Month.</p> <p>The Outreach Office has also surveyed principals at middle school and elementary school levels. to determine interest for 2019-2020 and will use this data to assign responsibilities.</p> <p>10/24/19 Update:</p>	
--	--	--

	<p>The Affinity Group video (Secondary Student Affinity Group: https://www.youtube.com/watch?v=BoDcjc-H6b4) was presented during the Directors of School Counseling Meeting on 10/11/19. Feedback was provided from the group. Directors confirmed that no student groups had been denied any requests to create affinity groups. The following school reported active affinity groups: Freedom (Black Student Association > BSA), Independence (Black Student Association), Riverside (Black Student Association > Rising Rams) and Broad Run (Muslim Student Association). More discussion will follow during later meetings.</p> <p>The video will be shown to School Social Workers on 10/29/19 and Resource Nurses and School Nurses on 11/5/19. (Elementary Student Affinity Group: https://www.youtube.com/watch?v=ulGrqCvnwSY)</p> <p>Secondary Student Affinity Group: https://www.youtube.com/watch?v=BoDcjc-H6b4)</p>	
4. Define Diversity, Equity & Inclusion and include as LCPS Core Beliefs.	<p>9/09/2019 Update: Progress: LCPS Leaders were engaged in a session during Administrative Leadership Team on equity as an LCPS Core Belief and/or separate strategic actions.</p> <p>9/17/2019 - continue conversation on Core Belief and/or Strategic Action during the first principals meeting and got feedback from principals on language.</p> <p>10/03/2019 - Present draft language and ideas to the ad hoc Committee on Equity</p> <p>10/15/2019 Core believe draft language prepared and presented during School Board work session</p>	<p>Timeline: Fall 2019: - Feedback on draft language from internal stakeholders</p> <p>-Feedback from Ad Hoc Committee</p> <p>-Feedback from PEER leader group (student group) (November 4)</p> <p>Present draft at SB work session</p>

	<p>11/04/2019 - Gathered feedback from student-led PEER (Positive Experiences in Educational Relationships) group leaders to provide student voice</p> <p>01/14/20 - Provided final language to School Board as an Information Item at their first regularly scheduled meeting of the year.</p> <p>01/28/20 - planned Action Item at the next School Board meeting to approve final language.</p>	10/15
5. Establish parent affinity groups at all school levels in support of stronger partnerships and open communication between parents, students, and school administrators. (p. 15)	<p>Should parent liaisons have a role in the creation of parent affinity groups; How does MSAAC relate to this?</p> <p>10/28/2019 Update: Met with Excellent Options group to discuss this recommendation, their parent affinity group model and next steps. Further conversations will continue as staff considers next steps to identify our needs.</p> <p>9/09/2019 Update: Progress: Not yet begun Dialogue on the establishment of parent affinity groups has occurred in coaching/planning meeting with The Equity Collaborative on 9/06/2019</p> <p>Next Steps: advise principals to develop school-based equity teams with the option of utilizing their school's current School Leadership Team (SLT) or a separate equity team. Provide the flexibility for either team structure and specific guidelines for the role of the equity team: support and sustain the professional learning from Equity in the Center, support instructional work through a culturally competent framework, engage in book studies, etc.</p> <p>Recommended plan: Establish prerequisite steps to Formulate student affinity groups first; then parent affinity groups (to include collaboration with MSAAC)</p>	<p>Timeline: Anticipated roll-out: Fall 2020</p> <p>September 2019 The week of principals meeting.</p>

<p>6. Utilize the Equity Ad Hoc Committee once a month meetings and/or establish a parent led group to provide equity leadership and guidance and feedback concerning division plans for advancing diversity, equity, and inclusion in its programming. (p. 15)</p>	<p>9/4/2019 Update: Options for Ad Hoc Committee on Equity to continue as a standing committee discussed 9/5/2019 meeting (planned on the agenda, will occur at 10/03/2019 meeting)</p> <p>9/9/2019 Update: Progress: Work in Progress / Ongoing</p> <ul style="list-style-type: none"> • Ad Hoc Committee on Equity: meets the second Thursday of each month. • Minority Student Achievement Committee (MSAAC) meetings will occur the third Wednesday of every month, unless otherwise noted. Ongoing dialogue has occurred via weekly phone conference calls with MSAAC Chair and MSAAC Liaison. • A crosswalk of recommendations from MSAAC and the Systemic Equity Assessment was created and shared with the MSAAC Chair on 9/3/2019. The purpose of this document was to accurately capture the concerns and recommendations shared by MSAAC, as there was not an official year-end report provided to the School Board at the end of the 2018-2019 school year. • MSAAC Executive Board meeting: 9/4/2019 - focus goals/theme, meeting schedule, message to principals about MSAAC delegates (one per school) - plan for 9/18/2019 meeting-Panel on follow-up to Systemic Equity Assessment <p>September 2019 Update: On 9/05/2019 the Ad Hoc Committee on Equity met. Meeting summary: the full meeting time was spent on editing and revising draft</p>	
---	--	--

language for a proposed resolution to be presented to the board.

On 9/18/2019 MSAAC held its first general body membership meeting. The topic for the evening was the LCPS Systemic Equity Assessment. A representative from the Equity Collaborative was present to provide a broad overview of the assessment and findings. Superintendent Williams, and Director of Equity Lottie Spurlock served on the panel for Q & A, in addition to the MSAAC Chair, a board member, and the Loudoun Branch of NAACP, President

October Update:

On October 3, 2019 - the Ad Hoc Committee on Equity convened for its monthly meeting.

- The motion was made (and passed unanimously by the committee members) to move the Ad Hoc Committee to a select committee of the school board.
- Common DEI Language - The committee was charged with determining outcomes and meaning of common language for Diversity, Equity, and Inclusion
- LCPS Ad Hoc on Equity :committee members were assigned homework of reviewing sample equity policies from the previous meeting. Committee members were provided 7 equity policy examples and were asked to highlight language that LCPS could potentially capture and utilized in a future division-wide equity policy. *FYI - this work will likely resume in January 2020.*

October MSAAC meeting:

- On October 16, 2019, Dr. Valerie-Adams Bass was the guest speaker on the topic of Addressing Race and Trauma in the Classroom.
- LCPS Leaders (directors and supervisors from the Dept of Pupil

	<p>Services) provided information to the parent community on the current social emotional learning (SEL) and Restorative Practice structures in place to support students.</p> <p>November Update:</p> <ul style="list-style-type: none"> • Ad Hoc Committee on Equity met on November 7, 2019. Topics included updates from Human Resources & Talent Development on Diverse Hiring and Retention efforts • DEI Common Language • Examining Discipline Processes and Disproportionality in LCPS <p>November MSAAC:</p> <ul style="list-style-type: none"> • Nov 20 Topic: Discipline Disparity • LCPS Leaders shared data from January 2019 and information on how the Dept of Instruction and Dept of Pupil Services are proactive and responsive regarding discipline. Comparatively, based on the data of neighboring divisions LCPS has less of a disparity; however, this is still a work in progress. <p>December Ad Hoc:</p> <ul style="list-style-type: none"> • Dec 5, 2019: The committee voted/decided on proposed DEI language to recommend to the school board for the purposes of establishing a common language to be used by all stakeholders when referring to Diversity, Equity, and Inclusion. This language, once approved, will become part of the introduction of the equity plan. • A list of proposed recommendations was generated by the committee and will be used as an information item on the December 17, 2019 board meeting. • MSAAC held a board planning meeting on December 4, 2019 to plan out the remaining meetings and provide updates on ways in which the advisory committee is working against inequities in LCPS. 	
--	---	--

	<p>January MSAAC: A general body meeting was held on January 15, 2020. Topics included the following Culturally Competent and Responsive Teaching and Equity in the LCPS Superintendent's Proposed 2020-2021 budget.</p>	
<p>7. Provide specific social emotional support for students and families dealing with the traumatic impact of racism and discrimination. (p. 15)</p>	<p>MSAAC Chair suggested that Director of Equity reach out to someone who has experience in trauma</p> <p>9/09/2019 Update: Follow-up to the recommendation from MSAAC Chair:</p> <ul style="list-style-type: none"> • Attended summer session on MTSS to learn more on Second Step pilot for 33 elementary schools • Met with the Supervisor of Student Support Services and a group of school social workers on a plan for intentionality in deepening their learning to better support students and families • Met with MTSS Supervisor to verify increased support in place for middle and high school (which have occurred over the past two years) • MTSS Supervisor and team will share SEL updates at a fall MSAAC Meeting • Implement, monitor and report on outcomes from SEL pilot as well as provide updates on SEL supports on middle and high school level, based on additional staffing resources • Then determine next steps for what additional resources are needed for students who have experienced racial trauma <p>10/24/19 Update: Leaders of the Department of Pupil Services have a trauma workgroup established to incorporate and align current trauma informed practices (MANDT, RP, SEL).</p> <p>Leaders of the Department of Pupil Services will be consulting with International Institute for Restorative Practices (IIRP) to</p>	<p>Timeline: Fall/Winter 2019</p> <p>Fall/Winter 2019</p> <p>Spring 2019</p> <p>Spring 2020</p>

	<p>identify a racial trauma professional development for Unified Mental Health Team (UMHT) staff.</p> <p>Create Responsive Empathy Modules (REMs) developed for all faculty and staff to refresh/improve skills when dealing with/addressing concerns relating to appropriate response to trauma, race relations and discrimination. Work with high school student video production teams/teachers and Department of Pupil Services leadership to develop the modules.</p> <p>12-10-19 Update: Provided two documents to principals and assistant principals related to expectations when addressing racial slurs, hate speech, and discrimination and resource document Responding to Hate at Schools from Teaching Tolerance.</p>	
<p>8. 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). (p. 4 and p.20)</p>	<p>9/09/2019 Update: Progress: Task completed Superintendent’s message was shared on 8/19/2019 via LCPS email, and LCPS Social media outlets. The message, shared as the Superintendent’s Equity Statement. This message was also placed on the website of every school.</p> <p>Next steps: As discussed on 9/4/19 in Department of Instruction meeting, level directors will message to principals when the “twice a year” messaging is to occur at the beginning of each semester. The goal is that this is a proactive, ongoing reminder; as opposed to reactive messaging, based on an incident.</p> <p>Additional equity messaging will occur as the equity webpage is launched. The web page will begin with the following information:</p> <ul style="list-style-type: none"> • Core Beliefs, Mission, Vision • Superintendent’s equity statement 	

	<ul style="list-style-type: none"> • Link to the Systemic Equity Assessment • Common Language on LCPS working definitions on: <ul style="list-style-type: none"> ○ Equity ○ Diversity ○ Inclusion • Community: How to get involved: <ul style="list-style-type: none"> ○ Community groups ○ School opportunities ○ MSAAC ○ SEAC <p>To be added later: Achieving Equity...</p> <ul style="list-style-type: none"> • ...in the classroom • ...through professional learning with staff • ...in school discipline <p>Equity Plan</p> <p>12/9/2019 Update: In addition to the website messaging, the Superintendent's Equity statement has been reviewed and reiterated at principals' meetings, to include the notification in January 2020, principals will be reminded to re-send the message to their school communities.</p> <p>January Update: Principals will receive a reminder during the week of January 21 (last week of the first semester) to remind school and community of Superintendent's message.</p>	
<p>9. Review the current and/or establish a clear policy with built-in accountability for addressing racially motivated acts and create proactive leadership measures to address use of racial insults.speech. Name that the N-word is not tolerated by anyone in LCPS. (p. 4. and p. 20)</p>	<p>The second sentence of this recommendation relates to recommendation #8 so the Director of Equity would have a key role with the second sentence of this recommendation. There is an understanding that a policy that relates to addressing the use of racial insults does not currently exist explicitly, but we can begin with reference to Policy 1040. Does specifying the roles of specific types of administrators, such as building principals, address the phrase "with built-in accountability", at least in terms of student use? Accountability for staff use of racial insults involves building administrators and</p>	<p>Timeline: Winter 2019</p>

	<p>potentially HRTD.; see policy 7014 for policy for staff.</p> <p>09/09/19 Update Next steps: Ad hoc Committee on Equity to review sample policies at October 3 meeting.</p> <p>As discussed with Equity Collaborative on 09/06/19, there is a need to tighten up discipline guidelines to make possible steps for handling racially motivated acts appropriately and consistently.</p> <p>Review current discipline policies and Student Code of Conduct with Discipline Committee, ad hoc committee, stakeholder feedback.</p> <p>We plan to have a principal equity and discipline workshop to gather feedback from principals (November/December 2019).</p> <p>Establish ongoing opportunities for principals, APs and deans for during monthly meetings.</p> <p>10/21/2019 Update: Collaborated with the Department of Instruction's leadership team in planning a principal training on <i>Addressing and Mitigating Racial Incidents</i> through case scenarios.</p> <p>12/09/19 Update: Principals had initial training with scenarios on 10/13/19 principal meeting.</p> <p>Department of Pupil Services is providing <i>Expecations for Addressing Racial Slurs, Hate Speech, and Discrimination</i> to principals to guide them in making decisions and utilizing resources to support students</p>	
--	--	--

	<p>and their families.</p> <p>01/15/20: Department of Instruction and Department of Pupil Services continue to have ongoing conversations and activities for principals during their monthly principal meetings. The January principal meeting included a panel discussion of principals sharing challenges and successes regarding handling racial incidents at schools.</p>	
<p>10. Create, repeat and further emphasize proactive leadership measures that the N-word is not tolerated to address the student use of racial insults. Name that the N-word is not tolerated by anyone in LCPS. (p. 20)</p>	<p>How do we work with principals to make sure they know what their role is; equity statement articulated that hate speech is unacceptable; principals table top activities?</p> <p>9/09/2019 Update: Progress: Work in Progress throughout year</p> <ul style="list-style-type: none"> • In his remarks at New Employee Orientation, the Superintendent named that N-word is not tolerated by anyone in LCPS • Reiteration of the division-wide equity statement made by the Superintendent on 8/19/2019 by principals at the beginning of each semester in school <p>Next steps include providing principals and school counselors guidance and expectations to embed this into PBIS plans for day-to-day reiterations for making this the norm for school culture of tolerance, inclusive practices and equity.</p> <p>Also see #9 for clearly articulated discipline procedures.</p> <p>11/14/2019:</p> <ul style="list-style-type: none"> • LCPS Superintendent, along with Superintendent's Cabinet and Senior Leadership served on a panel for a town hall hosted by the Loudoun NAACP. This recommendation was a topic during that meeting event. • Division leaders reiterated the Superintendent's message, 	<p>Timeline: ongoing Principals meetings</p>

	<p>naming that racial insults will not be tolerated, as well as shared information on how such incidents are acted upon (utilizing our current structure for reporting, etc.) and responded to through a multi-departmental approach involving the Dept of Instruction (Director of Administration's office) as well as the Dept of Pupil Services (restorative processes)</p> <p>01/15/20: DOI and DPS continue to have ongoing conversations and activities for principals during their monthly principal meetings. The January principal meeting included a panel discussion of principals sharing challenges and successes regarding handling racial incidents at schools.</p>	
--	--	--

<p>11. Develop and socialize a shared understanding of the meaning of diversity, equity, and inclusion among educators. (p. 20)</p>	<p>This needs discussion of roles and responsibilities. Part of equity in the center training; Pupil Services needs to be included;</p> <p>9/09/2019 Update: Progress: LCPS adopted division-wide definitions are forthcoming.</p> <ul style="list-style-type: none"> • As part of our cross-departmental collaboration, Equity Leads (admin building) will be engaged in this work, as well as school-based leaders,. • Tara Hewan, Equity and Cultural Competence Specialist, along with other DOI training facilitators will be involved in this work to develop and socialize these terms for common equity language division-wide through professional learning • Further common language will be created through the use of a document referencing specific terminology and names for specific demographic groups. Ex: Students of Color <p>12/09/2019 Update:</p> <ul style="list-style-type: none"> • On 12/05/2019, the Ad Hoc Committee on Equity voted unanimously a formal recommendation with Loudoun-specific common language for Diversity, Equity, and Inclusion (DEI) to be presented to the school board • Next Step: to be presented by Ad Hoc Committee Chair to the school board as an informational item for the 12/17/2019 meeting. 	<p>Timeline: Fall and Winter 2019</p>
<p>12. Establish a cultural responsiveness framework to inform curricular and instructional efforts across the division. (p. 20)</p>	<p>Division level support for teachers around teaching racially sensitive topics</p> <p>09/09/19 Update Progress: This summer, the content supervisors used a Culturally Responsive Curriculum Scorecard to examine the curriculum and make decisions</p>	<p>Timeline: Winter/Spring 2019</p>

	<p>during the curriculum revision process.</p> <p>Next steps: DOI leadership team and equity team have had initial discussions on the best way to accomplish this task, including the possibility of creating a series of questions for curriculum teams and teachers to use when developing, revising, and using curriculum and lesson planning.</p> <p>11/25/19 Update Progress: DOI and DPS team gave an overview of current status of development of a culturally responsive framework to principals at monthly principal meeting.</p>	
<p>13. Review current efforts and further establish short- and long-range action plans to address challenges related to hiring for diversity, equity, and inclusion. (p. 4 and p. 20)</p>	<p>09/09/19 Update Next steps: Fall 2019 - identify hiring and retention metrics, questions provided for Diversity Champions network in Human Resources and Talent Development. DOI also discussed how we could form an administrators' affinity group to network regarding diverse candidates and to support one another. A few principals have already brought this topic up in their State of the Schools goal setting conferences (a couple as a celebration and a few wondering how they might learn from others who have started having success).</p> <p>09/16/19 Update HRTD has a plan for recruitment strategies (HBCUs and other job fairs selected intentionally) to hire more teachers of color.</p> <p>DOI Level Directors and HRTD team will be meeting in the near future to discuss ideas for recruitment and retention</p>	

12/9/19 Update

Short-range Actions

- Increased footprint on social media as well as streamlining website information for candidates
- Revised interview screening questions and added question regarding equity
- Creation of Diversity Experience Weekend to provide more of an overview of LCPS included with an interview for teachers of color
- Finalize Recruiting Schedule to attend 8 HBCU's along with 30+ other universities and colleges
- Hosted webinar "Connect and Discover" for HBCU's, MSI's and HSI's schools of education (47 participants)
- Recruiting Team visits to schools to discuss hiring and recruiting needs with each building principal
- Continuation of the DRCN to gather feedback and plan for recruiting events for teachers of color
- Facilitate Implicit Bias Training for hiring managers (session four - behavior-based questions and competencies)

Long-range Actions

- Strengthen Grow Our Own Initiatives by creating Teacher Cadets Teacher Contracts for future educators
- Partnering with colleges and universities to expand licensure options for staff and students (i.e. Career Switcher Info Nights, George Mason Undergrad degrees)
- Improving client care and exposure for Teaching iN Training (student teachers in LCPS)
- Improving pipeline of classified to licensed staff - hosting second Special Education certification info night

<p>14. Review current and 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. (p. 4 and p. 20)</p>	<p>09/09/19 Update Progress: DOI team met with Equity Collaborative on 09/06/19 to get feedback on Equity in the Center and address the question, “what happens between modules and after modules?” Next steps: Build out resources and support for schools between and after modules.</p> <p>10/21/2019 Update: DPS staff are assisting DOI in training all school instructional and administrative staff through the delivery of the Equity in Center module trainings.</p> <p>DPS staff include Implicit Bias, Vulnerable Decision Points, and Neutralizing Routine concepts in the Classroom Systems training for teachers.</p> <p>Office of School Counseling, with support from OAS will begin sharing information about the ACT test and why it may be a good option (over the SAT) for certain students. Additionally, schools need to review the AP Potential Report to identify students who may be successful in more rigorous courses.</p> <p>OAS has shared information with schools about the option of requesting a special assessment accommodation to support students of color and/or students from low socio-economic status, with a disability, in equitably accessing SOL assessments.</p> <p>11/25/19 Update Timeline and milestones developed for curriculum and culturally responsive framework.</p>	<p>Timeline:</p>
---	---	-------------------------