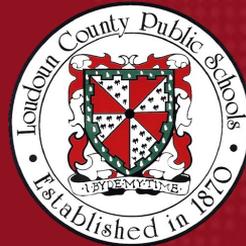


LCPS Action Plan to Combat Systemic Racism

June 23, 2020



LCPS Action Plans to Combat Systemic Racism

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. Actions that were in progress prior to the school closure are identified with an asterisk.



**Each action
step is
categorized
by a
minimum of
one of four
areas of focus**

Academic Progress



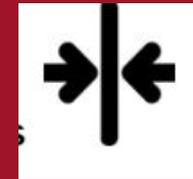
Access & Opportunity



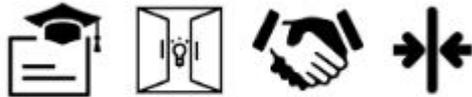
Relationships & Culture



Closing Gaps



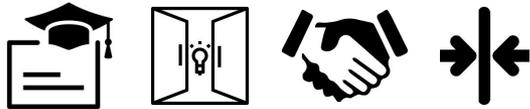
Finalize the [comprehensive equity plan](#) to guide our work in this important area.*



Governance: The three members of the LCSB who serve on the Committee provide input into the development of the comprehensive equity plan at the July 16, 2020 Equity Committee meeting. The LCSB will review and approve the final plan presented by the Equity Committee in the fall of 2020. The LCSB can ensure that the Equity Plan is aligned with strategic actions set forth in the next iteration of the Strategic Plan.

Operations: LCPS is finalizing a comprehensive equity plan to guide our work in this important area. The document, currently in draft form, was presented in the February 2020 *Equity Community Conversation* and is undergoing additional community review and feedback as well as input from the Equity Committee of the Loudoun County School Board. For a list of multi-year goals, see the draft plan [here](#).

The Superintendent's Cabinet and LCSB will participate in their personal continued professional learning to build equity literacy and racial consciousness



Governance: The LCSB will participate in professional learning with the Superintendent and the Superintendent's Cabinet.

Operations: The LCPS Superintendent and Cabinet will develop and fully participate in a mutually agreed upon professional learning plan focused on racial consciousness and equity literacy.

LCPS staff will complete mandatory professional learning (PL) set forth by the division and will either self-prescribe or collaborate with their immediate supervisor to participate in optional PL specific to developing racial literacy, raising racial consciousness, and/or delivering culturally relevant and responsive instruction.



Governance: The LCSB will support professional learning plans set forth by the LCPS Administration.

Operations: In the winter of 2020, LCPS Administration began designing a professional learning series by employee group which outlines both required and optional professional learning sessions. LCPS Administration will further develop, publish and implement a comprehensive professional development plan in the 2020–2021 school year. The plan will be recommended by a cross-departmental team, specific to racial equity for employees.

Prohibit the wearing/flying of flags, images, or symbols on LCPS property that represent racist or hateful ideology, such as Confederate flags, swastikas, etc., which may cause a disruption to positive school/workplace cultures.



Governance: The LCSB will consider a proposed revision to Policy 8270 Student Dress Code prohibiting the wearing/flying of flags, images, or symbols on LCPS property that represent racist or hateful ideology, such as Confederate flags, swastikas, etc., which may cause a disruption to positive school/workplace cultures.

Operations: LCPS will propose revisions to Policy 8270 Student Dress Code for the School Board's consideration, revise the Student Code of Conduct, Employee Handbook, and associated regulations. Staff will solicit feedback from the Equity Committee to prepare to present Policy 8270 to the Discipline Committee of the School.

Finalize revisions to the Memorandum of Understanding (MOU) between LCPS and law enforcement.*



Governance: Members of the LCSB may choose to participate in the *Equity Community Conversation* regarding the MOU, provide feedback through the Equity Committee, and support the final version of the MOU by discussing its importance at a School Board meeting.

Operations: LCPS will partner with the Loudoun County Sheriff's Office (LCSO) and Leesburg Police Department (LPD) to resume the *Equity Community Conversation* Series and further engage the community in the finalization of the MOU proposed revisions with a strong racial equity perspective. LCPS will revisit the extensive written and verbal feedback provided by MSAAC and SEAC (during a review period of November 6, 2019 through January 29, 2020) and the Equity Committee (reviewed February 3 - February 6, 2020) prior to finalizing the document.



Finalize the Protocol for Responding to Racial Slurs and Hate Speech in Schools.*

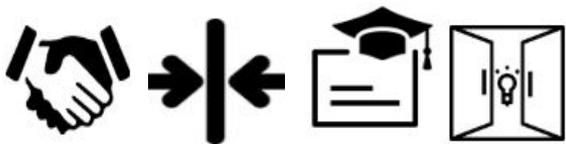


Governance: Individual members of the LCSB will express conceptual support for the staff actions described below related to the Student Code of Conduct. LCSB will consider proposed revisions to Policy 7560 Professional Conduct.

Operations: LCPS is finalizing the next iteration of a protocol for responding to racial incidents when they occur in our schools. The document, currently in draft form, was presented in the February 2020 *Equity Community Conversation* and is undergoing additional revision for input from the Equity Committee of the Loudoun County School Board scheduled on July 16, 2020. LCPS will revise the Student Rights and Responsibilities Handbook to include disciplinary sanctions related to the use of racial slurs and hate speech. The Employee Handbook, and associated regulations will be aligned with any policy revisions approved by the LCSB to address expectations for employee conduct and response to the use of racial slurs and hate speech. LCPS Administration is ready to present the proposed changes to Policy 7560 Professional Conduct to the Human Resources & Talent Development Committee in August.



LCPS will implement measures to reduce racial/ethnicity discipline disproportionality.



Governance: Individual members of the LCSB will express conceptual support for the staff actions described below related to the Student Code of Conduct.

Operations: LCPS Administration has drafted changes to the Student Code of Conduct to include mandatory alternatives to out-of-school suspension for subjective discipline infractions, such as disrespect, defiance, and classroom/campus disruption, etc. LCPS Administration will solicit feedback from school leaders and the Equity Committee prior to finalizing.



Implement measures to increase the diversity of the applicant pool and the population of admitted students at the Academies of Loudoun.*

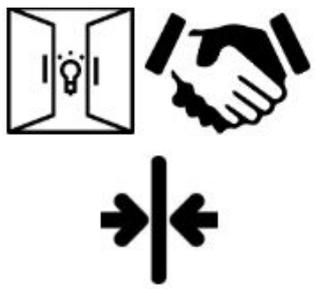


Governance: The LCSB will review draft plans as shared by LCPS Administration and, as individual members, will express conceptual support for revisions.

Operations: LCPS Administration will continue to revise the outreach, recruitment, application, and admissions processes for the Academies of Loudoun. Some steps have been taken in the 2019-2020 school year. Additional actions steps will be developed based on current data and recommendations from outside Counsel.



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.*



Governance: The LCSB will support the LCPS Administration’s revisions to said protocols, practices, and resources for hiring managers.

Operations: HRTD will work with hiring managers and principals to develop and implement diverse interview panels. In addition to continuing to promote this practice, HRTD will collect data regarding the implementation of this practice. HRTD will also use staff demographic data and hiring data to identify schools that need additional assistance and supervision in utilizing practices that are proven to increase the diversity of staff. HRTD will publish staff demographic and hiring data on a school-by-school basis.

LCPS will collaborate with the Black community in Loudoun to establish an interpretive display or exhibit such as a statue honoring Black individuals



Governance: The LCSB will endorse the concept of the interpretative display or exhibit and, if necessary, will take action to appropriate funds.

Operations: LCPS Administration will meet with the Equity Committee, MSAAC, and the leaders of several groups (the Loudoun Branch of the NAACP, the Douglass School Alumni Association, and the Edwin Washington Project), and others to develop a plan.



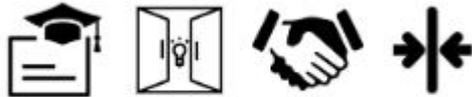
LCPS Superintendent, the Superintendent's Cabinet and members of the LCSB who are on the Equity Committee will meet biannually with LCPS staff members of color to connect and offer a safe space to listen and learn about their experiences in LCPS.



Governance: The LCSB will commit to revising policies and allocating resources to combat systemic racism and discrimination of staff based on what they learn and hear in the “listen and learn” sessions with staff. Members of the LCSB who are not on the Equity Committee may wish to participate in these meetings as well. Depending on the number of Board members who participate, the meetings may be public.

Operations: LCPS Administration will set forth recommendations to the LCSB to revise policies and allocate resources to combat systemic racism and discrimination of staff based on what they learn and hear in the “listen and learn” sessions with staff. LCPS Administration will also work with their department leaders to establish affinity groups and safe spaces to inform decision making.

LCPS will develop and implement a culturally responsive instructional framework and explore the possibility of a legislative action item regarding culturally responsive instruction as part of the 2020 legislative program.*



Governance: The LCSB will support the development and implementation of a culturally responsive instructional framework and professional learning plans needed to implement the framework set forth by the LCPS Administration.

Operations: LCPS Administration will collaboratively develop and implement a culturally responsive instructional framework based on three principles: welcoming, inclusive & affirming environment, inclusive curriculum & assessment, and engagement and challenge through deeper learning. LCPS Administration will include multiple stakeholders, including secondary students representing MSAAC Ambassadors and high school student affinity groups, in the development of the framework to assist with creating an inclusive and affirming environment.

LCPS Administration will also explore the possibility of a legislative action item regarding culturally responsive instruction as part of the 2020 legislative program.

LCSB will consider the potential renaming of the Loudoun County High School mascot, the Raiders.



Governance: At the request of an individual School Board member, the LCSB will begin a discussion involving the potential renaming of the Loudoun County High School mascot. Should the School Board decide to consider taking action in the future, the LCSB may wish to engage in a public input process through a Special Meeting of the School Board. The LCSB may also choose to establish a “re-naming committee” including but not limited to current students and staff, LCHS alumni, representatives of the Loudoun Branch of the NAACP, etc.

Operations: LCPS Administration will collaborate with school administration, the LCHS community, and others to be responsive to any action taken by the Board. LCPS Administration will also conduct a school by school name review beginning this summer. Should the Board take action to change the name of the LCHS mascot or any LCPS schools, LCPS Administration will set forth a timeline and budget recommendations for the School Board’s consideration.



LCPS will maintain a list of resources for the consumption of the broader LCPS community on the [LCPS Equity webpage](#)



Governance: The LCSB will support the concept of offering resources regarding racial literacy and consciousness with the LCPS community.

Operations: LCPS Administration will review and revise the list of resources for the LCPS community based on goals set forth in the comprehensive equity plan, relevant LCPS topics, and local, state, and national current events. LCPS will access external resources, like [Racial Equity Tools](#), and internal resources to maintain the list.



LCPS will collect qualitative data regarding racial incidents and use social media to amplify student voices.



Governance: The LCSB will support the concept of LCPS staff amplifying student voices regarding racial incidents they have experienced in school.

Operations: LCPS Administration will create an electronic form for LCPS students to anonymously share their stories regarding issues of racism, injustice and inequity. The intent will be to amplify student voice as the Equity Assessment indicated, "...many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions." Anonymous student stories will be publicly captured via social media. The information shared will also be used to collect qualitative data regarding racial incidents; however, the tools used to highlight student voice may inform, not supersede, LCPS policies or protocols for addressing racial incidents, including but not limited to the Student Code of Conduct, Policy 7560 Professional Conduct, and the Protocol for Responding to Racial Slurs and Hate Speech in Schools. LCPS Administration will also collaborate with School Leaders and partners such as MSAAC, who have student affinity groups, to ensure that students are encouraged to share their stories, speak up, and to ensure that they are supported by LCPS.

LCPS will formally apologize for the history of operating segregated schools.



Governance: The LCSB will join the LCPS Administration in extending a formal apology for the history of operating segregated schools.

Operations: LCPS Administration will develop a formal statement of apology for the history of operating segregated schools. LCPS Administration will present a draft statement of apology for consideration by the School Board.



Implement measures to increase the diversity of the applicant pool and the population of admitted students at the Academies of Loudoun.*



Governance: The LCSB will review draft plans as shared by LCPS Administration and, as individual members, will express conceptual support for revisions.

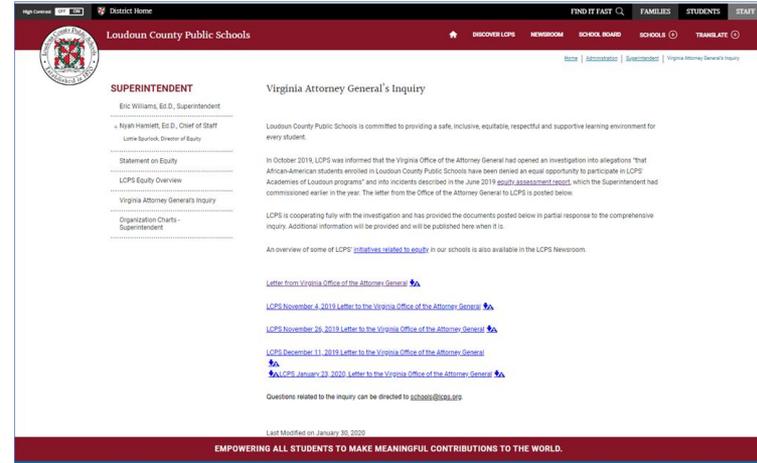
Operations: LCPS Administration will continue to revise the outreach, recruitment, application, and admissions processes for the Academies of Loudoun. Some steps have been taken in the 2019-2020 school year. Additional actions steps will be developed based on current data and recommendations from outside Counsel.



- **August 2019** – LCPS engaged outside counsel Maree Sneed, who is nationally recognized for her work as an attorney advising school divisions, including on matters relating to race discrimination, integration, and segregation. Prior to attending law school, she was a teacher and principal. She has a masters and doctorate in education. Currently she is a member of the Magnet Schools of America Board of Directors.

Goal: Review the outreach, recruitment, application, and admissions processes for the Academies and provide recommendations to diversify both the applicant pool and admitted students.

- **October 2019** – The Virginia Office of the Attorney General opened an investigation into allegations “that African-American students enrolled in Loudoun County Public Schools have been denied an equal opportunity to participate in LCPS’ Academies of Loudoun programs” and into incidents described in the June 2019 equity assessment report.



In the spirit of transparency, correspondence between the AG’s Office and LCPS are posted to a dedicated [webpage](#).



AET Admissions Data: 2020 – 2021 SY

Race/ Ethnicity	Percentage of LCPS Enrollment	Portion of Applicant Pool		Portion of Admitted Students**	
		Number	Percentage	Number	Percentage
American Indian	2%	*	1%	0	0%
Asian	23%	852	52%	82	55%
Black/ African- American	7%	99	6%	*	5%
Hispanic	18%	193	12%	*	3%
Two or More	1%	65	4%	*	3%
White	46%	434	26%	51	34%



Note: Numbers may not add up to 100 due to rounding
 * = N is too small (fewer than 10 students)
 **actual enrollment data as of May 2020

AOS Admissions Data: Fall 2020

Race/ Ethnicity	Percentage of LCPS Enrollment	Portion of Applicant Pool		Portion of Admitted Students**	
		Number	Percentage	Number	Percentage
American Indian	2%	11	1%	0	0%
Asian	23%	839	50%	103	82%
Black/ African- American	7%	156	9%	*	2%
Hispanic	18%	270	16%	0	0%
Two or More	1%	51	3%	*	1%
White	46%	361	21%	19	15%



Note: Numbers may not add up to 100 due to rounding
 * = N is too small (fewer than 10 students)
 **actual enrollment data as of May 2020

AET & AOS Admissions Data: Fall 2020

Percent Economically Disadvantaged

Econ. Disadvantaged	LCPS	Applied	Admitted	Applied	Admitted
		Academy of Engineering & Technology (AET)		Academy of Science (AOS)	
No	80%	88%	98%	86%	98%
Yes	20%	12%	2%	14%	2%



Questions* under Consideration by LCPS Administration

- How might LCPS reflect (via the Academies mission statement and/or accompanying documents) the Academies' goal of ensuring equitable access for all students, including students with diverse backgrounds and from every middle school?
- Should LCPS, effective this summer, move the development, implementation, and monitoring of the recruitment and admission process to the division level?
- Recognizing that the outreach and recruitment activities of the past year resulted in more diverse applicant pools than in previous years, what strategies will LCPS implement to provide equitable access for all students, including students from every middle school in LCPS, students of all races and ethnicities, students by gender, English learners, students by socioeconomic status, and students with disabilities?

* LCPS plans to **change** outreach, recruitment, application, and admissions **processes for the entering class of 2021**. Application window currently scheduled to start August 10, 2020.



Questions under Consideration by LCPS Administration

- Should LCPS establish Algebra I (rather than Geometry) as a prerequisite for applying to the Academy of Engineering & Technology, matching the math prerequisite for the Academy of Science?
- Given the disparate impact of the three admissions tests, should LCPS eliminate two or three of the admissions tests? Should LCPS drop both the CCTDI and the CCTST-N? Should we maintain the STEM Thinking Skills test or replace it with the CogAT or another test?
- If the data on teacher recommendations in the selection process indicate a disparate impact for any racial or ethnic group, how might LCPS revise the form or training for completing the form?
- Given the disparate impact of the writing assessment on African American and Hispanic students, how might LCPS revise the rubric for scoring and the training for completing the rubric?
- Should LCPS streamline the application process from two phases to one phase?



How might LCPS reorganize the selection process? one of multiple options

Panel Review of Student Profiles

- Panel reviews profiles of students who meet criteria
 - Enrolled in Algebra I or higher
 - C or better as final grades in every 6th and 7th grade course OR a C or better in every course in first semester of 8th grade
- Panel comprised of a diverse group of educators
- Student Profiles could include:
 - Middle school of student
 - Eligibility of student for free- and reduced-price meals
 - Results of one standardized test, perhaps CogAT
 - Teacher recommendations
 - Writing assessment
 - Final grades in all courses in 6th and 7th grade and 1st semester grades in 8th grade



How might LCPS reorganize the selection process? another option

Random Lottery among Eligible Students

- Students placed in a random lottery if they satisfy the following:
 - Completion of a timely application
 - Enrolled in Algebra I or higher
 - C or better as final grades in every 6th and 7th grade course OR a C or better in every course in first semester of 8th grade
- If the applicant pool for the program does NOT reflect the division-wide percentage of economically disadvantaged students, LCPS would conduct a weighted random lottery with the goal of having students selected for a program that reflects the division-wide percentage of economically disadvantaged students
- LCPS could also adjust the lottery process with the aim of evenly distributing admission slots across middle schools



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