The School Board and Superintendent are committed to maximizing the potential of each student.

Through its five-year operating plan, the School Board has established equity in resource allocation as a major priority. Examples of this are providing different levels of resources – human, financial and academic supports – to schools needing additional support to reach common achievement goals. Another example is creating the position of Director of Equity and Student Support Services.

In its search for a new superintendent in 2016, the School Board sought a leader with experience serving a diverse community of learners and who had a vision to provide equitable services to schools.

Upon joining the school division in July 2016, Superintendent Dr. James Lane established a Transition Team comprised of education, business and community representatives to determine opportunities to enhance current work. Equity was identified as one of six project areas.

PURPOSE

WHAT IS EQUITY?

According to Phi Delta Kappa, equity is the practice of giving every student, according to strengths and needs, exactly what they need so they are able to learn, experience success and thrive.

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
As a result of the Superintendent and School Board’s transition plan, an equity committee was established. More than 100 education, community, faith and business leaders participated in nearly a year’s worth of meetings. The committee’s charge: Provide every Chesterfield County student with access to the same opportunities regardless of a student’s zip code. The committee was tasked with providing an annual report and recommendations.

The equity committee was split up into eight subcommittees:

- Achievement gaps in reading and math
- Cultural competence
- Differentiated resources
- Disproportionate discipline
- Gifted education access
- School zoning
- Special programs access
- Workforce diversity

Each subcommittee was tasked with identifying current practices in Chesterfield County, summarizing best-practice findings and making recommendations that would enhance current practices or introduce new ones.
COMMITTEE THEMES

- Access and opportunity
- Disciplinary practices
- Engaging stakeholders
- Policy and practice
- Professional development
- Staffing, recruiting and retaining

COMMITTEE FINDINGS

- **Achievement gaps in reading and math**
  - Racial, ability, language and economic gaps still exist
  - Consistent differentiation in curriculum does not occur
  - Practices available to serve students not consistently implemented

- **Cultural competence**
  - Previous professional development did not filter down into schools as expected
  - Current efforts lack consistency
  - Training is not considered or seen as mandatory

- **Differentiated resources**
  - No formalized plan in place at schools to help families identify resources
  - Lacking consistent application of fee waiver process for at-risk population
  - Gap in teacher experience at “hard-to-staff” schools

- **Disproportionate discipline**
  - Reductions in incidents across the board, but still disproportionate
  - Disproportionality most common in “D” codes – defiance, disrespect, disruption, etc.
  - PBIS is working; however, it is not implemented with fidelity

- **Gifted education access**
  - Student talent development and identification is lacking
  - Inequity in the services gifted learners receive
  - Professional development provided to teachers needs to be stronger

- **School zoning**
  - School division has not considered racial balance when redistricting
  - Result has concentrated poverty in some schools

- **Special programs access**
  - Information available about specialty centers is inconsistent
  - Support in preparation for application is inconsistent

- **Workforce diversity**
  - Demographic difference between student and staff makeup
  - Schools across the country are facing this issue
  - Minority candidates are not prevalent in the teacher pipeline
COMMITTEE RECOMMENDATIONS

• **Access and opportunity**
  o Develop instructional strategies to support differentiation
  o Expand learning opportunities beyond school bell
  o Provide transportation to/from after-school activities
  o Develop talent in under-represented student groups
  o Expand pre-kindergarten opportunities
  o Provide alternative assessments to determine mastery

• **Disciplinary practices**
  o Build positive relationships and positive sense of culture/community within schools
  o Fully implement PBIS and establish consistent expectations
  o Enable schools to have supports, strategies and resources in place to be proactive in reducing negative behaviors
  o Expand social-emotional learning programs
  o Expand Restorative Practices training in secondary schools

• **Engaging stakeholders**
  o Create focus groups with diverse perspectives
  o Expand Engage Chesterfield parent series at division and school levels
  o Provide parent support materials in multiple languages
  o Create community conversation around importance of having diverse learning community

• **Policy and practice**
  o Review ongoing work of other school divisions
  o Develop equity policy that directs work
  o Develop consistent resource allocation procedures
  o Acknowledge implicit bias and embed cultural competency goals and training in new strategic plan (could have impact on all six areas)
  o Increase communication of stakeholders about our work

• **Professional development**
  o Require cultural competency training for all staff members
  o Train staff members in culturally responsive educational practices
  o Train all staff members on trauma-informed care
  o Partner with higher education institutions to review how new teachers are prepared to serve diverse communities

• **Staffing, recruiting and retaining**
  o Increase hiring of minority teachers to more closely reflect the student population
  o Create pay strategy to retain “irreplaceables” at high-risk schools
  o Increase funding for minority recruitment
  o Communicate goal of increasing minority hiring at all levels
  o Develop a Grow Your Own program to foster interest
**NEXT STEPS**

- Prioritize recommendations, develop timeline and identify funding
- Create community conversation and understanding of need to change and develop ongoing professional development
- Implement administrative review of talent development, criteria for advanced programs and existing discipline practices
- Continue to meet and review progress

**RECOMMENDATIONS FOR 2018-19**

We believe these items should be initiated in the next six months (amongst other priorities after reviewed by committee):

- Develop an equity policy
- Create cultural competency training for CCPS staff in partnership with third-party thought leaders
- Engage higher education partners in preparing teachers for the diversity in today’s classrooms
- Expand translation services with a focus on parent materials on CCPS programs
## COMMITTEE MEMBERS

### Chesterfield County Public Schools staff members

<table>
<thead>
<tr>
<th>Allison Paige</th>
<th>Dr. James Frye</th>
<th>*Karen Spears</th>
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<td>Amelia Bartilotti</td>
<td>*Dr. Jamie Barnes</td>
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<td>Anthony McLaurin</td>
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<td>Jeffery Ellick</td>
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<td>*Dr. Chad Knowles</td>
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<td>Cody Sigmon</td>
<td>Jessica Saunders</td>
<td>Dr. Patrice Wilson</td>
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<td>David Williams</td>
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*Indicates subcommittee chairpersons

### Chesterfield County residents

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<tr>
<th>Dr. Andrew Daire</th>
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<td>Barbara Winston</td>
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<td>Kim Marble</td>
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<td>Caroline Champion</td>
<td>L. J. McCoy</td>
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<td>Dan Kelly</td>
<td>Laura Taylor</td>
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<td>Denisha Potts</td>
<td>Micah Madison-McCreary</td>
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<td>Felicia Weekes</td>
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<td>Nicole Vickerie</td>
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<td>Dr. Imad Damaj</td>
<td>Rachelle Hunley</td>
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<td>Jacque Hale</td>
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### Other stakeholders

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<th>Heather Crislip</th>
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<tr>
<td>Hector Rivera-Rivera</td>
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<td>Kimberly Quick</td>
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### Co-chairs

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Chesterfield County School Board
Dr. Javaid Siddiqi: Midlothian District, Chair
John Erbach: Dale District, Vice Chair
Carrie Coyner: Bermuda District
Dianne Smith: Clover Hill District
Rob Thompson: Matoaca District

Dr. James Lane, Superintendent