

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
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The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States



Loudoun County Public Schools  
Suyi Chuang  
21000 Education Court  
Ashburn VA 20148

Invoice # 197  
Invoice Date August 20, 2018  
**Balance Due (USD) \$6,000.00**

| Task                                   | Time Entry Notes   | Rate     | Hours | Line Total        |
|--|--|----------|-------|-------------------|
| Equity Leadership Capacity Development | Equity Leadership Team Planning Meeting Facilitation 8.17.18 | 300.00   | 8     | 2,400.00          |
| Planning & Preparation                 | Phone Meetings and Agenda Development                        | 300.00   | 8     | 2,400.00          |
| Travel Cost                            | Flight, hotel, rental car, and meals for 8.16-8.17.18        | 1,200.00 | 1     | 1,200.00          |
| <b>Total</b>                           |  |          |       | <b>6,000.00</b>   |
| Amount Paid                            |  |          |       | 0.00              |
| <b>Balance Due (USD)</b>               |  |          |       | <b>\$6,000.00</b> |

**Notes**

This invoice represents the scope of work delivered on behalf of the Loudoun County Equity Leadership Team on 8.17.18.

This invoice was sent using FRESHBOOKS

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## PAYMENT STUB

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States

**Client** Loudoun County Public Schools  
**Invoice #** 197  
**Invoice Date** August 20, 2018  
**Balance Due (USD)** \$6,000.00  
**Amount Enclosed**

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**Loudoun County Public Schools**  
**Service Agreement**



This Agreement is hereby made and entered into as of the day and year first below signed, by and between **The Equity Collaborative, LLC** hereinafter referred to as “**Contractor**” and **Loudoun County Public Schools**, hereinafter referred to as “**LCPS**.”

This Agreement in no way restricts the Contractor or LCPS from participating in similar activities with other public or private agencies, organizations, and individuals.

1. **Purpose:** Contractor shall provide consultation, meeting facilitation, and professional learning services as described in the attached Exhibit A: Scope of Work and Exhibit B: Description of Services.
2. **Term and Termination of Contractor Services:** This Agreement is for services beginning upon the date signed below, ending December 31, 2019, and may be amended or extended upon the written agreement of both Contractor and LCPS.

If any of the proposed engagement dates are canceled due to LCPS being closed, an Act of God, or a mutually agreed upon situation, the event may be rescheduled with the same terms stated herein, not to exceed one calendar year from initial date. If LCPS cancels the event, LCPS is responsible for reimbursing Contractor for any travel expenses with proof of receipts, per the attached most recent edition of the LCPS Consulting Expense Guidelines. If the Contractor cancels an event, all fees are forfeited for that event, unless the event is rescheduled.

3. **Fees and Expenses:** Contractor’s fee for services for this contract shall not exceed \$242,000 to be billed by the Contractor following the completion of services. Payment will be made upon receipt of a detailed invoice and shall be contingent upon LCPS allocated funding.

All Contractor expenses including but not limited to travel, food, lodging, materials, phone, fax, postage, and any other related expenses involved with the Contractor’s services will be provided by the Contractor at no additional charge to LCPS.

4. **General Terms and Conditions:**

- a. **Applicable Law and Choice of Forum**—This Agreement shall be construed, governed and interpreted pursuant to the laws of the Commonwealth of Virginia. All disputes arising under this Agreement shall be brought before a proper court in Loudoun County, Virginia.

- b. **Status of the Parties**—The relationship of the parties to each other is solely that of independent parties. No party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein. Nothing contained in this Agreement shall be construed to create any partnership or joint venture between the parties. The Contractor shall provide services as an independent contractor. Under no circumstances will the Contractor be considered an employee of Loudoun County Public Schools.
  - c. **Counterparts**—This Agreement and all amendments and supplements to it may be executed in one or more counterparts, each of which shall be deemed to be an original, and all counterparts together shall constitute one in the same agreement. Facsimile or other portable document format electronic counterpart signatures to this Agreement shall be acceptable and binding.
  - d. **Severability**—Should any provision of this Agreement be determined to be invalid, illegal, or unenforceable in any respect, that provision shall be severed from the Agreement and the remaining provisions shall remain as fully valid, legal, and enforceable.
  - e. **Entire Agreement**—This Agreement constitutes the entire understanding of the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both parties.
  - f. **No Waiver**—The failure of a party to enforce any provision, term, or condition in this Agreement shall not be deemed to be a waiver of such rights or any subsequent breach of provisions herein contained.
  - g. **Assignment**—No party shall assign or otherwise transfer its rights, duties or privileges or delegate its obligations under this Agreement without the prior written consent of the other party. Any attempted assignment, transfer, or delegation without such consent shall be void.
  - h. **Non-Discrimination**—All parties to this Agreement agree to not unlawfully discriminate on the basis of race, color, religion, national origin, sex, disability, or age (except where sex or age is a bona fide occupational qualification).
  - i. **Evaluation of Services**—LCPS and Contractor agree to jointly evaluate and assess the quality and effectiveness of the services on an on-going basis and to make modifications as deemed necessary.
5. **Insurance and Liability**—Contractor shall maintain in force during the term of this Agreement general and professional liability insurance, with coverage of at least One Million Dollars (\$1,000,000) for each occurrence, insuring itself and its agents and employees for their acts, omissions or negligence. Contractor shall provide evidence of such insurance coverage in the form of a Certificate of Insurance and shall name LCPS as an additional insured on the general liability coverage.

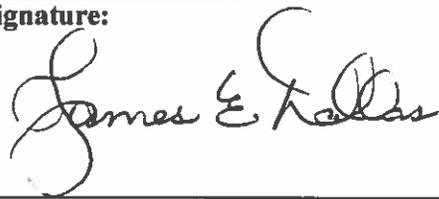
The Contractor shall assume all risk for direct and indirect damage or injury to the property or persons used or employed on or in connection with the services contracted for, and of all damage or injury to any person or property wherever located resulting from any action, omission, commission or operation under the described services or in connection in any way whatsoever with the Contractor's work, services or products.

The Contractor shall during the term of service indemnify, defend, and hold harmless Loudoun County Public Schools, its officials, employees, agents, and representatives thereof from all suits, actions, or claims of any kind (including attorney's fees) brought on account of any personal injuries, damages, or violations of rights sustained by any person or property in consequence of any neglect in or on account of any act or omission by the contractor or his employees, or from any claims or amounts arising from violation of any law, bylaw, ordinance, regulation or decree. The Contactor agrees that this clause shall include claims involving infringement of patent or copyright.

This Agreement shall impose liability on the Contractor to the fullest extent permitted by the laws of the Commonwealth of Virginia and any provision hereof not permitted by such laws is expressly deleted from this agreement. Nothing contained herein shall be deemed as, or construed to be, a waiver of sovereign immunity.

In **WITNESS WHEREOF**, the parties hereto have carefully read, understood, and executed this Agreement as of the day and year first below written.

**SIGNATURES:**

| <b>CONTRACTOR</b>  | <b>LCPS</b>   |
|--|---|
| <b>The Equity Collaborative, LLC</b><br>270 Camino Sobrante<br>Orinda, CA 94563<br><b>Phone:</b> 510-967-4705<br><b>Email:</b> <a href="mailto:jalmanzan@theequitycollaborative.com">jalmanzan@theequitycollaborative.com</a><br>Jamie Almanzán, Lead Consultant<br><b>Website:</b> <a href="http://www.theequitycollaborative.com">www.theequitycollaborative.com</a> | <b>Loudoun County Public Schools</b><br>Department of Instruction<br>21000 Education Court<br>Ashburn, VA 20148<br><b>Phone:</b> 571-252-1320<br><b>Email:</b> <a href="mailto:James.Dallas@lcps.org">James.Dallas@lcps.org</a> |
| <b>Signature:</b><br>   | <b>Signature:</b><br>   |
| <b>Printed Name and Title:</b><br><p style="text-align: center;"><b>Jamie Almanzán</b></p>   | <b>James Dallas</b><br><b>Director of Teaching and Learning</b><br><b>Department of Instruction</b>   |
| <b>Date:</b> April 3, 2019   | <b>Date:</b> 4/10/19  |

**The Equity Collaborative, LLC  
SCOPE OF WORK - FY19  
LOUDOUN COUNTY PUBLIC SCHOOLS**

March 1, 2019 – June 30, 2019

|              | <b>Provided Services</b>                | <b>Timeline</b>   | <b>LCPS Participants</b>  | <b>Equity Collaborative Participants</b> | <b>Duration</b> | <b>Quantity</b> | <b>Item Cost</b>           | <b>Total Cost</b> |
|--------------|---|-------------------|---|--|-----------------|-----------------|----------------------------|-------------------|
| I            | Systemic Equity Assessment              | March – June 2019 | Various stakeholders to include LCPS staff, students, and community | 3 Equity Collaborative consultants       | 1 day           | 8 days in total | \$5,000/day per consultant | \$120,000         |
| II           | District Equity Plan                    | March – June 2019 |   | Graig Meyer and Jamie Almanzán           | 4 days          | 1 plan          | \$4,000/day per consultant | \$32,000          |
| III          | Equity Driven Central Office Leadership | March – June 2019 |   | Jamie Almanzán                           | 2 days/month    | 4 months        | \$10,000/month             | \$40,000          |
| <b>TOTAL</b> |   |                   |   |  |                 |                 |                            | <b>\$192,000</b>  |

**The Equity Collaborative, LLC  
SCOPE OF WORK – FY20  
LOUDOUN COUNTY PUBLIC SCHOOLS**

July 1, 2019 – December 31, 2019

|              | <b>Provided Services</b>                | <b>Timeline</b>      | <b>LCPS Participants</b> | <b>Equity Collaborative Participants</b> | <b>Duration</b> | <b>Quantity</b> | <b>Item Cost</b> | <b>Total Cost</b> |
|--------------|---|----------------------|--------------------------|--|-----------------|-----------------|------------------|-------------------|
| III          | Equity Driven Central Office Leadership | July – December 2019 |                          | Jamie Almanzán                           | 2 days/month    | 5 months        | \$10,000/month   | \$50,000          |
| <b>TOTAL</b> |   |                      |                          |  |                 |                 |                  | <b>\$50,000</b>   |

SERVICES TO BE PROVIDED

**I. SYSTEMIC EQUITY ASSESSMENT | A Quantitative and Qualitative Picture of Existing Equity Issues and Capacity**

The Systemic Equity Assessment is designed to support the Loudoun County Public Schools' community to:

- Use Loudoun County Public Schools' student data for a quantitative analysis;
- Have the Equity Collaborative Team conduct an eight-day in person qualitative assessment, interviewing district leaders, teachers, staff, students, parents, and community members;
- Provide an assessment report to the district equity team and district administration. The administration can decide how to use the assessment report as part of the full planning process, including releasing the report in part or in full to the public.

**II. DISTRICT EQUITY PLAN | Providing Vision and Strategy for a Multi-Year Systemic Change Effort**

The district equity plan should contain the following elements:

- Overview of diversity, equity, and inclusion challenges as opportunities;
- Review of student achievement data related to achievement disparities;
- Analysis of disproportionalities of student discipline, as well as enrollment in special education, gifted, and other specialized programs;
- Recommendations for addressing equity challenges and opportunity gaps in the areas of pedagogical practice, curriculum, classroom management, and student and parent relationships.

This work includes the qualitative data analysis, writing draft and final edition of the District Equity Plan. The report will be reviewed with the district in a final site visit.

**III. EQUITY DRIVEN CENTRAL OFFICE LEADERSHIP | A System Approach Toward Achieving Equitable Outcomes**

This professional learning is designed to support the central office leaders of Loudoun County Public Schools to:

- Take a "view from the balcony" of the system at large, identifying the multiple factors influencing the school community;
- Provide insights into biases in working relationships, institutional policies and practices;
- Engage in rigorous self-assessment and learning to deepen the impact of a positive school community as measured by a positive school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout districts, schools, organizations, and communities.

This work includes approximately 2 days/month for an Equity Collaborative consultant to partner and coach central office leadership. This work may take the form of individual coaching (in person or by phone), joining administrators in standard meetings, facilitating the LCPS Equity Ad Hoc Committee Meetings, or convening specific equity leadership development meetings for the purpose of addressing this work. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are *estimated* close to a one-to-one ratio of facilitation and coaching time.

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 Orinda CA 94563  
 United States



Loudoun County Public Schools  
 Suyi Chuang  
 21000 Education Court  
 Ashburn VA 20148

Invoice # 227  
 Invoice Date June 11, 2019  
**Balance Due (USD) \$242,000.00**

PO# 45557

| Task                                    | Time Entry Notes   | Rate   | Hours | Line Total |
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| Systemic Equity Assessment              | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)   | 625.00 | 264   | 165,000.00 |
| District Equity Report/Plan             | Equity Assessment Report Development 4 Days of Time - 2 Consultants  | 500.00 | 64    | 32,000.00  |
| Equity Driven Central Office Leadership | Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019) | 625.00 | 72    | 45,000.00  |

|                          |                     |
|--------------------------|---------------------|
| <b>Total</b>             | <b>242,000.00</b>   |
| Amount Paid              | 0.00                |
| <b>Balance Due (USD)</b> | <b>\$242,000.00</b> |

**Notes**

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## PAYMENT STUB

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Client</b>            | Loudoun County Public<br>Schools |
| <b>Invoice #</b>         | 227                              |
| <b>Invoice Date</b>      | June 11, 2019                    |
| <b>Balance Due (USD)</b> | \$242,000.00                     |
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| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States



Loudoun County Public Schools  
Lottie Spurlock  
21000 Education Court  
Ashburn VA 20148

Invoice # 230  
Invoice Date September 24, 2019  
**Balance Due (USD) \$25,000.00**

| Task                       | Time Entry Notes  | Rate   | Hours | Line Total         |
|----------------------------|---|--------|-------|--------------------|
| Equity Leadership Coaching | Ad Hoc Equity Committee Planning and Agenda Design                          | 250.00 | 20    | 5,000.00           |
| Equity Leadership Coaching | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19 | 250.00 | 60    | 15,000.00          |
| Session Facilitation       | Ad Hoc Equity Committee facilitation with 2 facilitators 8/15 and 9/5       | 250.00 | 20    | 5,000.00           |
| <b>Total</b>               |   |        |       | <b>25,000.00</b>   |
| Amount Paid                |   |        |       | 0.00               |
| <b>Balance Due (USD)</b>   |   |        |       | <b>\$25,000.00</b> |

**Notes**

This invoice represents the first of TWO for the work delivered from July to December 2019.

This invoice was sent using FRESHBOOKS

---

## PAYMENT STUB

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States

**Client** Loudoun County Public Schools  
**Invoice #** 230  
**Invoice Date** September 24, 2019  
**Balance Due (USD)** \$25,000.00  
**Amount Enclosed**

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

**Loudoun County Public Schools  
And  
The Equity Collaborative  
ADDENDUM #1**



This **ADDENDUM #1** is in reference to the subject original agreement entered into on **April 3, 2019**, between **The Equity Collaborative**, hereinafter referred to as “Contractor” and **Loudoun County Public Schools**, hereinafter referred to as “LCPS”, effective on **November 6, 2019**.

May it be known that the undersigned parties, do hereby mutually agree to modify in writing the original agreement as outlined below. These modifications shall be made valid effective **November 6, 2019**, as if they are included in the original stated agreement.

1. **Section 3. Fees and Expenses:** This mutually agreeable modification is to increase the contract dollar amount to a not to exceed price of \$264,000.00. The additional services occurred on October 28, 2019, per the attached Contractor’s Addendum to the Scope of Work, labeled Exhibit C.
2. **No other terms or conditions of the original agreement shall be negated or changed as a result of this addendum.**

In WITNESS WHEREOF, the parties hereto have carefully read, understood, and executed this **ADDENDUM #1** of the agreement as of the day and year first below written.

**SIGNATURES:**

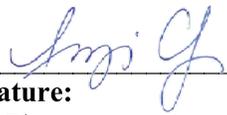
|   |   |
|---|---|
| <p><b>The Equity Collaborative, LLC</b><br/>270 Camino Sobrante<br/>Orinda, CA 94563<br/>Phone: 510-967-4705<br/><b>Email:</b> <a href="mailto:jalmanzan@theequitycollaborative.com">jalmanzan@theequitycollaborative.com</a><br/><b>Jamie Almanzán, Lead Consultant</b><br/><b>Website:</b> <a href="http://www.theequitycollaborative.com">www.theequitycollaborative.com</a></p> <hr/> <p><b>Signature:</b> </p> <p><b>Jamie Almanzán</b><br/>Partner and Equity Coach, The Equity Collaborative</p> <p><b>Date:</b> <u>November 20, 2019</u></p> | <p><b>Loudoun County Public Schools (LCPS)</b><br/>Department of Instruction<br/>21000 Education Court<br/>Ashburn, VA 20148<br/><b>Phone:</b> 571-252-1320<br/><b>Email:</b> <a href="mailto:Suyi.Chuang@lcps.org">Suyi.Chuang@lcps.org</a><br/><b>Website:</b> <a href="https://www.lcps.org/">https://www.lcps.org/</a></p> <hr/> <p><b>Signature:</b> </p> <p><b>Suyi Chuang</b><br/>LCPS Supervisor of Professional Learning</p> <p><b>Date:</b> <u>11/20/2019</u></p> |
|---|---|

Exhibit C – Addendum to the Scope of Work  
Description of Services

EQUITY IN THE CENTER CO-FACILITATION

The Equity Collaborative will support the LCPS Equity in the Center professional learning by:

- Co-facilitating with LCPS staff using the LCPS content in the Equity in the Center Module 1 professional learning at schools
- Collaborating with LCPS staff to plan and prepare for co-presenting the professional learning
- Engaging in a post workshop debrief to discuss strengths and opportunities of the professional learning sessions

Scope of Work

Term: October 28, 2019

| <b>Provided Service</b>              | <b>Timeline</b>  | <b>LCPS Participants</b>  | <b>Equity Collaborative Participants</b> | <b>Duration</b> | <b>Quantity</b> | <b>Item Cost</b>           | <b>Total Cost</b> |
|--------------------------------------|------------------|---------------------------|--|-----------------|-----------------|----------------------------|-------------------|
| Equity in the Center Co-Facilitation | October 28, 2019 | Various LCPS School Staff | Jamie Almanzán + 3 consultants           | 1 day           | 1               | \$5,500/day per consultant | \$22,000          |
| <b>Total</b>                         |                  |                           |  |                 |                 |                            | <b>\$22,000</b>   |

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States



Loudoun County Public Schools  
Suyi Chuang  
21000 Education Court  
Ashburn VA 20148

Invoice # 235  
Invoice Date November 24, 2019  
**Balance Due (USD) \$25,000.00**

| Task                       | Time Entry Notes  | Rate   | Hours | Line Total         |
|----------------------------|---|--------|-------|--------------------|
| Equity Leadership Coaching | Ad Hoc Equity Committee Planning and Agenda Design                                | 250.00 | 20    | 5,000.00           |
| Equity Leadership Coaching | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6 | 250.00 | 60    | 15,000.00          |
| Session Facilitation       | Ad Hoc Equity Committee facilitation with 2 facilitators 10/3, 11/7, and 12/5     | 250.00 | 20    | 5,000.00           |
| <b>Total</b>               |   |        |       | <b>25,000.00</b>   |
| Amount Paid                |   |        |       | 0.00               |
| <b>Balance Due (USD)</b>   |   |        |       | <b>\$25,000.00</b> |

**Notes**

This invoice represents the SECOND of TWO for the equity leadership coaching work delivered from July to December 2019.

This invoice was sent using FRESHBOOKS

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## PAYMENT STUB

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States

**Client** Loudoun County Public Schools  
**Invoice #** 235  
**Invoice Date** November 24, 2019  
**Balance Due (USD)** \$25,000.00  
**Amount Enclosed**

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States



Loudoun County Public Schools  
Suyi Chuang  
21000 Education Court  
Ashburn VA 20148

Invoice # 234  
Invoice Date November 24, 2019  
**Balance Due (USD) \$22,000.00**

49490

| Task                     | Time Entry Notes   | Rate     | Hours | Line Total         |
|--------------------------|--|----------|-------|--------------------|
| Session Facilitation     | Equity in the Center Facilitation by Equity Collaborative Team<br>10/28/19                   | 300.00   | 30    | 9,000.00           |
| Planning & Preparation   | Equity in the Center Agenda review and facilitation prep by the<br>Equity Collaborative Team | 300.00   | 30    | 9,000.00           |
| Travel Cost              | Flights, Hotels, Ground Travel, and Meals for 4 people on 10/28/<br>19                       | 4,000.00 | 1     | 4,000.00           |
| <b>Total</b>             |  |          |       | <b>22,000.00</b>   |
| Amount Paid              |  |          |       | 0.00               |
| <b>Balance Due (USD)</b> |  |          |       | <b>\$22,000.00</b> |

**Notes**

This invoice represents work delivered on behalf of Loudoun County Public Schools for co-facilitation support on by the Equity Collaborative 10/28/19.

RECEIVED  
DEC 10 2019  
ACCOUNTING

This invoice was sent using FRESHBOOKS

*acc done*

**PAYMENT STUB**

The Equity Collaborative, LLC  
270 Camino Sobrante  
Orinda CA 94563  
United States

Client Loudoun County Public Schools  
Invoice # 234  
Invoice Date November 24, 2019  
Balance Due (USD) \$22,000.00  
Amount Enclosed

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

**Loudoun County Public Schools**  
**Service Agreement**



This Agreement is hereby made and entered into as of the day and year first below signed, by and between **The Equity Collaborative, LLC** hereinafter referred to as “Contractor” and the **Loudoun County School Board/Loudoun County Public Schools**, hereinafter referred to as “LCPS.”

This Agreement in no way restricts the Contractor or LCPS from participating in similar activities with other public or private agencies, organizations, and individuals.

**Purpose:** Contractor shall provide equity focused professional learning leadership coaching, framework development, and student, family and community engagement services as described in the attached **Exhibit I: Proposal Dated as Re-Submitted December 19, 2019.**

1. **Term and Termination of Contractor Services:** This Agreement is for services beginning upon the date signed below, ending June 30, 2020, and may be amended or extended upon the written agreement of both Contractor and LCPS.

If any of the proposed engagement dates are canceled due to LCPS being closed, an Act of God, or a mutually agreed upon situation, the event may be rescheduled with the same terms stated herein, not to exceed one calendar year from initial date. If LCPS cancels the event, LCPS is responsible for reimbursing Contractor for any travel expenses with proof of receipts, per the attached **Exhibit II** of the most recent edition of the **GUIDELINES FOR PAYMENT OF EXPENSES TO CONSULTANTS**. If the Contractor cancels an event, all fees are forfeited for that event, unless the event is rescheduled.

Either party may terminate this agreement without cause if the terminating party gives the other party a minimum of thirty (30) days written notice prior to termination.

2. **Fees and Expenses:** Contractor’s fee for services for this contract shall not exceed \$102,500.00, to be billed by the Contractor following the completion of services. Payment will be made upon receipt of a detailed invoice and shall be contingent upon LCPS allocated funding.

All Contractor expenses including but not limited to travel, food, lodging, materials, phone, fax, postage, and any other related expenses involved with the Contractor’s services will be provided by the Contractor at no additional charge to LCPS.

3. **General Terms and Conditions:**

- a. **Applicable Law and Choice of Forum**—This Agreement shall be construed, governed and interpreted pursuant to the laws of the Commonwealth of Virginia. All disputes arising under this Agreement shall be brought before a proper court in Loudoun County, Virginia.

- b. **Status of the Parties**—The relationship of the parties to each other is solely that of independent parties. No party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein. Nothing contained in this Agreement shall be construed to create any partnership or joint venture between the parties. The Contractor shall provide services as an independent contractor. Under no circumstances will the Contractor be considered an employee of Loudoun County Public Schools.

- c. **Counterparts**—This Agreement and all amendments and supplements to it may be executed in one or more counterparts, each of which shall be deemed to be an original, and all counterparts together shall constitute one in the same agreement. Facsimile or other portable document format electronic counterpart signatures to this Agreement shall be acceptable and binding.
  - d. **Severability**—Should any provision of this Agreement be determined to be invalid, illegal, or unenforceable in any respect, that provision shall be severed from the Agreement and the remaining provisions shall remain as fully valid, legal, and enforceable.
  - e. **Entire Agreement**—This Agreement constitutes the entire understanding of the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both parties.
  - f. **No Waiver**—The failure of a party to enforce any provision, term, or condition in this Agreement shall not be deemed to be a waiver of such rights or any subsequent breach of provisions herein contained.
  - g. **Assignment**—No party shall assign or otherwise transfer its rights, duties or privileges or delegate its obligations under this Agreement without the prior written consent of the other party. Any attempted assignment, transfer, or delegation without such consent shall be void.
  - h. **Non-Discrimination**—All parties to this Agreement agree to not unlawfully discriminate on the basis of race, color, religion, national origin, sex, disability, or age (except where sex or age is a bona fide occupational qualification).
  - i. **Evaluation of Services**—LCPS and Contractor agree to jointly evaluate and assess the quality and effectiveness of the services on an on-going basis and to make modifications as deemed necessary.
  - j. **Data Protection**— The LCPS Data Protection Addendum signed July 25, 2018 is incorporated by reference.
4. **Insurance and Liability**—Contractor shall maintain in force during the term of this Agreement general and professional liability insurance, with coverage of at least One Million Dollars (\$1,000,000) for each occurrence, insuring itself and its agents and employees for their acts, omissions or negligence. Contractor shall provide evidence of such insurance coverage in the form of a Certificate of Insurance and shall name LCPS as an additional insured on the general liability coverage.

The Contractor shall assume all risk for direct and indirect damage or injury to the property or persons used or employed on or in connection with the services contracted for, and of all damage or injury to any person or property wherever located resulting from any action, omission, commission or operation under the described services or in connection in any way whatsoever with the Contractor's work, services or products.

The Contractor shall during the term of service indemnify, defend, and hold harmless Loudoun County Public Schools, its officials, employees, agents, and representatives thereof from all suits, actions, or claims of any kind (including attorney's fees) brought on account of any personal injuries, damages, or violations of rights sustained by any person or property in consequence of any neglect in or on account of any act or omission by the contractor or his employees, or from any claims or amounts arising from violation of any law, bylaw, ordinance, regulation or decree. The Contractor agrees that this clause shall include claims involving infringement of patent or copyright.

This Agreement shall impose liability on the Contractor to the fullest extent permitted by the laws of the Commonwealth of Virginia and any provision hereof not permitted by such laws is expressly deleted from this agreement. Nothing contained herein shall be deemed as, or construed to be, a waiver of sovereign immunity.

**In WITNESS WHEREOF, the parties hereto have carefully read, understood, and executed this agreement as of the day and year first below written.**

**SIGNATURES:**

| (Contractor)   | (LCPS)   |
|--|--|
| <b>The Equity Collaborative, LLC</b><br>270 Camino Sobrante<br>Orinda, CA 94563<br><b>Phone:</b> 510-967-4705<br><b>Email:</b> <a href="mailto:jalmanzan@theequitycollaborative.com">jalmanzan@theequitycollaborative.com</a><br>Jamie Almanzán, Lead Consultant<br><b>Website:</b> <a href="http://www.theequitycollaborative.com">www.theequitycollaborative.com</a> | <b>Loudoun County Public Schools</b><br>21000 Education Court<br>Ashburn, VA 20148<br><b>Phone:</b> 571-252-1000<br><b>Email:</b> <a href="mailto:Lottie.Spurlock@lcps.org">Lottie.Spurlock@lcps.org</a> |
| <b>Signature:</b><br>   | <b>Signature:</b><br>   |
| <b>Printed Name and Title:</b><br><b>Jamie Almanzán</b>  | Lottie Spurlock, Director of Equity  |
| <b>Date:</b> February 5, 2020  | <b>Date:</b> 2/5/2020  |

EXHIBIT I



## **PROPOSAL**

# **To Provide Equity Focused Professional Learning Services to Loudoun County Public Schools**

**Presented To:**

**Lottie Spurlock, Director of Equity  
Ashley F. Ellis, Ed.D, Assistant Superintendent for Instruction  
Asia R. Jones, Ed.D, Assistant Superintendent Department of Pupil Services**

**Loudoun County Public Schools  
21000 Education Court  
Ashburn, VA 20148**

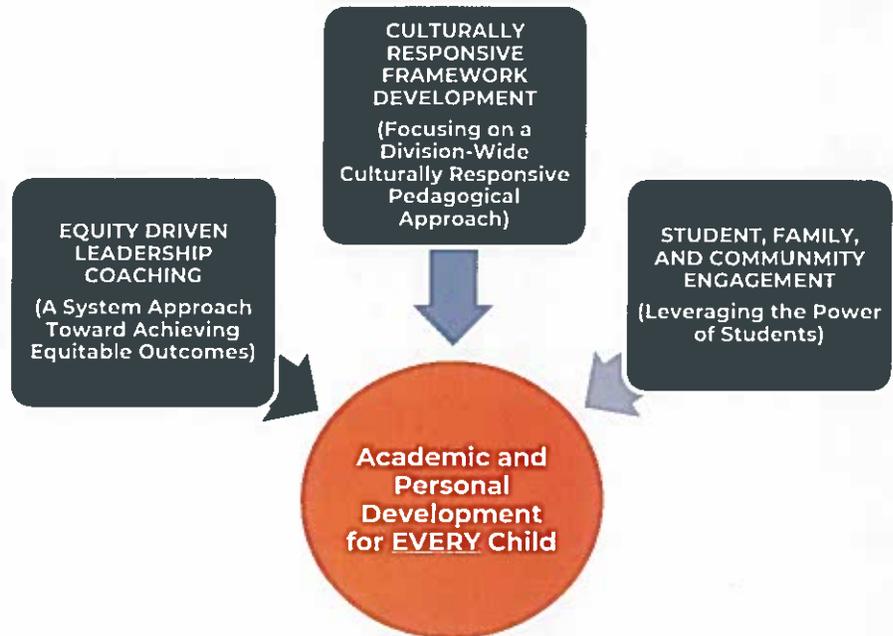
**Re-Submitted December 19, 2019**

**PROPOSAL CONTACT:**

**Jamie Almanzán, The Equity Collaborative, LLC  
Address: 270 Camino Sobrante, Orinda, CA 94563  
Phone: 510-967-4705  
Email: [jalmanzan@theequitycollaborative.com](mailto:jalmanzan@theequitycollaborative.com)**

## PROPOSED ASSESSMENT AND COACHING SUPPORT DESCRIPTIONS

At the Equity Collaborative, we like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. We believe that every interaction is a coaching opportunity. As a result, we are constantly adapting our work to meet the needs of the community and people we serve. Every piece of work is customized. This approach to adult learning is embedded in each of the strands outlined in this proposal. The Equity Collaborative proposes three connected outlined strands of support below.



### I. EQUITY DRIVEN LEADERSHIP COACHING | Equity Leadership Coaching to Promote System-Wide Alignment

Equity is a mindset and a way of working that is applied across district initiatives. It cannot be perceived as just another “task” that administrators or teachers have to add to their already full workloads. Equity can be a lens to focus current reform and improvement initiatives on the students who need the program benefits most. It can also be a mindset for how to integrate initiatives and decide which should be prioritized to work towards specific student outcomes. Division leaders have to be skillful in talking about, and coaching towards, equity in a way that allows others to embrace change and replace current reproductive practices with new relational and instructional approaches that support the social, emotional, and intellectual development of students who have traditionally been underserved.

The Equity Collaborative will partner with and provide equity driven leadership coaching to LCPS leaders to support growth and movement toward identified system goals for improved student performance and experience in the division. We will focus on providing coaching support to the Director of Equity, the Assistant Superintendent for Instruction and Assistant Superintendent of the Department of Pupil Services, in addition to other identified LCPS Division leaders to build skill, knowledge and capacity to support LCPS in becoming a culturally competent system. Our approach of using job-embedded coaching will offer frameworks and align customizable tools to support the LCPS leaders listen to the communities that they serve. The coaching support will work to identify and assess the ways classroom structure, school climate, and teaching practices are designed to accelerate learning for struggling students. The coaching support will help the leaders to monitor implementation, accurately assessing progress on the prioritized initiatives, and to engage in meaningful reflection that guides future action.

This equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:

- Operate effectively as Equity Centered Educational leaders for all Division and school staffs;
- Design and facilitate the agenda for Ad Hoc Committee on Equity for LCPS;
- Develop and enact a Division policy that works to address necessary changes in equity centered practices across the division with input from school-based student groups to include student voice;
- Analyze (qualitative and quantitative) impact and effectiveness of instructional programs based on the achievement growth of specific student groups;
- Lead the professional learning of LCPS’ district and schools’ staff focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;

- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

The learning agenda will focus on the works of John Powell and the Kirwan Institute, Steve Zúieback, David Rock, the Aspen Institute Roundtable on Community Change, John Hattie, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, and Julian Weissglass, amongst others. We will provide the educational leaders with articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around their experiences working a public education system.

## **II. CULTURALLY RESPONSIVE FRAMEWORK DEVELOPMENT | Focusing on a Division-Wide Culturally Responsive Pedagogical Approach**

Most school systems are not well equipped for a transition to culturally responsive data driven instruction. Elementary grade levels and secondary departments are often siloed and fragmented; collaboration time is bounded and inadequate; and even when together, teachers often lack the sense of a team identity, nor do they possess the habits of meaningful collaboration that lead to real improvement for all students and particularly traditionally underserved students.

The Culturally Responsive Framework Development coaching will support the **Director of Equity, Assistant Superintendent for Instruction, the Director of Teaching and Learning, and the Equity & Cultural Competence Specialist**, in addition to identified school administrators, to deepen their understanding of how race and culture influence teaching and learning. The coaching support will focus on leading educators in the division towards learning how to reflect on and replace current reproductive practices with new relational and instructional practices that support the social, emotional, and intellectual development of students who have traditionally been underserved. Culturally responsive teaching requires that teachers be skillful in listening to and questioning students in a way that allows them to embrace their own learning.

### **Key questions guiding the work include:**

- What are the instructional issues in your context and how can you equip yourself, as an educator, to diagnose and address them?
- How have we (as a school, department/grade level, and as individuals) perpetuated the harmful effects of bias and oppression (race, class, gender, language, etc.) and what can we do about it in the classroom?
- What skills and knowledge do you need to improve pedagogy? What coaching support do LCPS educators need to interrupt and diminish the predictive power of demographics?

### **This equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:**

- Lead principals to develop specific strategies and proactive measures to address derogatory language and racial incidents;
- Develop the ability of Division Instructional Facilitators, the Equity and Cultural Competence Specialist and other identified specialized facilitators and HRTD instructional coaches to coach through an equity lens;
- Provide division level support for teachers focused on supporting the teaching of racially sensitive topics;
- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;
- Develop a Culturally Responsive Teaching Tool to examine instruction across the division;
- Build cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Better understand cultural characteristics of the students and families they serve;
- Explore and use aspects of Culturally Responsive Teaching to support students' investment in their own learning;
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;
- Explore the connection between listening, strong learning focused relationships, and effective use of formative assessments to close learning gaps;

The Culturally Responsive Instruction Sessions will focus on the works of David Rock, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, John Hattie, and Julian Weissglass, Zaretta Hammond, amongst others. We will utilize articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around the experiences working to transform a public education system.

### **III. STUDENT, FAMILY AND COMMUNITY ENGAGEMENT | Leveraging the Power of Students**

Engaging students and families directly is a critical element of equity work. Schools can never do enough to address all of the needs of marginalized communities. When the schools and those communities work together, the combined efforts to create new relationships also support new educational practices both inside and outside of the school. The Equity Collaborative recommends two strands of engagement work.

The first strand of work focuses on building more inclusive learning environments in high schools. The Equity Collaborative believes that students themselves are the best agents for addressing these dynamics and has an approach for creating student affinity groups and student led equity teams that take on these challenges within their schools. Students across multiple Loudoun County High Schools expressed concerns about bias and derogatory language being directed at students of color. In addition, students identified the need for student run affinity-based organizations supporting the development of positive student identity. Student affinity organizations can be a place for students to receive social emotional support when dealing with racial trauma. School leaders work with students to increase opportunities for diverse student leadership, building social bridges across difference, and for decreasing the use of hateful and derogatory language.

The second strand of work will focus on engaging students in the improvement of teaching and learning. The Equity Collaborative uses the nationally-recognized process of The Students' Six to engage students in the process of teaching teachers how to be more culturally proficient. For Loudoun County, we recommend starting with students from two high schools who would work with district leadership. Students would participate in a two-day process to build relationships, explore the research behind culturally proficient teaching strategies, and create a set of strategies that they want LCPS teachers to utilize in their classrooms. The Equity Collaborative supports LCPS administration in using the students to begin professional learning for educators across the district.

**This strand of work is designed to support the students of Loudoun County Public Schools to:**

- Design and create student led affinity-based organizations at LCPS schools focused on creating spaces for positive identity development;
- Design and create a student led equity team focused on shifting school culture to be more inclusive and reduce derogatory language;
- Support students to create a set of student-voice video and photographic media that can be used with students, parents, and educators.

**Students' Six Process to Create Culturally Proficient Teaching strand is designed to support the students of LCPS to:**

- Have students teach teachers how to use research-based culturally proficient teaching strategies;
- Develop a student-voice video and photographic media that can be used with educators;
- Develop students' facilitation skills for leading professional learning sessions with teachers across the LCPS Division.

## WHY THE EQUITY COLLABORATIVE

The staff of The Equity Collaborative, LLC brings a deep knowledge of school systems, from the classroom level to the central office. The lead staff on this project have taught in diverse public schools, designed and led schools, and offered innovative professional development and coaching services for a combined 20 plus years. We have a broad network of content experts with whom we subcontract as needed to ensure that every piece of the contract is delivered with unqualified expertise and precision.

Beyond our experience as educators, coaches, and professional developers, what makes The Equity Collaborative, LLC unique is a highly effective and pressure-tested approach to adult learning that promotes:

- High levels of engagement among participants
- Intrinsic motivation to change
- The adoption of new mindsets, beliefs, and values that facilitate shifts in behavior and practice
- Capacity-building among leaders, coaches, and teachers in the skills that seed sustainable organizational change.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. Our approach to adult learning is embedded in each of the strands outlined in this proposal.

We believe that any lasting reform begins with a “whole system” view, integrates technical and relational approaches to change, and focuses on building new capacities in the people and teams that comprise the system. Working in partnership with the school leaders of Loudoun County Public Schools to prioritize the elements of need; we believe we can provide a powerful accelerant for growth and development of the educators that are a part of Loudoun County Public Schools.

Given these critical issues and areas of need, The Equity Collaborative, LLC respectfully proposes a series of professional learning coaching support to Loudoun County Public Schools to address continued opportunity gaps.

## SERVICES TO BE PROVIDED

### **I. EQUITY DRIVEN LEADERSHIP COACHING | Equity Leadership Coaching to Promote System-Wide Alignment**

This equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:

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- Develop and enact a Division policy that works to address necessary changes in equity centered practices across the division with input from school-based student groups to include student voice;
- Analyze (qualitative and quantitative) impact and effectiveness of instructional programs based on the achievement growth of specific student groups;
- Lead the professional learning of LCPS' district and schools' staff focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

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- Lead principals to develop specific strategies and proactive measures to address derogatory language and racial incidents;
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- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;
- Develop a Culturally Responsive Teaching Tool to examine instruction across the division;
- Build cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Better understand cultural characteristics of the students and families they serve;
- Explore and use aspects of Culturally Responsive Teaching to support students' investment in their own learning;
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;
- Explore the connection between listening, strong learning focused relationships, and effective use of formative assessments to close learning gaps;

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- Develop a student-voice video and photographic media that can be used with educators;
- Develop students' facilitation skills for leading professional learning sessions with teachers across the LCPS Division.

|              |   |   |
|--------------|---|---|
| <b>COSTS</b> | <p><b>I. Equity Driven Leadership Coaching and Ad Hoc Committee Facilitation</b><br/> (3 days of On-Site coaching time to be scheduled January through June 2020 and <i>UP TO 4 days of remote coaching support</i>. This work will take the form of on-site visits with The Equity Collaborative coaches, individual coaching for the Equity Director and any other identified administrators in standard meetings, convening specific equity leadership development meetings for the purpose of addressing this work, and facilitation of the Ad Hoc Committee meetings. <i>This scope of work includes UP TO 4 days of time devoted to remote coaching time for any identified LCPS administrators</i>. This scope of work also includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are estimated close to a one to one ratio of facilitation and coaching time.)</p> | <p><b>\$30,000</b><br/> (3 days of time Jan-Jun 2020 with 2 coaches @ \$5,000/day)</p> <p><b>\$20,000</b><br/> <i>(Up to 4 days of time for remote coaching support Jan-Jun 2020 with 1 coach @ \$5000/day)</i></p> |
|              | <p><b>II. Culturally Responsive Framework Development</b><br/> (2 days of coaching time to be scheduled January through June 2020. This work will take the form of on-site visits with The Equity Collaborative coaches, individual coaching, joining administrators in standard meetings, or convening specific equity leadership development meetings for the purpose of addressing this work. This work will focus on individual coaching for the Equity and Cultural Competence Specialist and other identified LCPS Department of Instruction leaders. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are estimated close to a one to one ratio of facilitation and coaching time.)</p>   | <p><b>\$20,000</b><br/> (2 days of time Jan-Jun 2020 with 2 coaches @ \$5,000/day)</p>  |
|              | <p><b>III. Student, Family and Community Engagement</b><br/> (2 days of coaching time January through June 2020. This work may take the form of on-site visits with The Equity Collaborative coaches, individual coaching, joining administrators in standard meetings, or convening specific equity leadership development meetings for the purpose of addressing this work. This work will focus on coaching for identified LCPS Department of Pupil Services leaders. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are estimated close to a one to one ratio of facilitation and coaching time.)</p>  | <p><b>\$20,000</b><br/> (2 days of time Jan-Jun 2020 with 2 coaches @ \$5,000/day)</p>  |
|              | <p><b>Travel Costs</b> (Flights, Hotel, Car Rental, and Meals for FIVE 1 and 2-day trips for 2 Equity Collaborative coaches scheduled for January 23, February, 6, March 5-6, May 7-8 and June 4, 2020. )</p>   | <p><b>\$12,500</b><br/> (\$2500 per trip for 2 coaches)</p>   |
|              | <b>TOTALS</b>   | <p><b>\$82,500 Base Total</b><br/> <i>(Up to \$102,500 including remote coaching time)</i></p>  |

## CONTACT INFORMATION

Jamie Almanzan, The Equity Collaborative, LLC  
Address: 270 Camino Sobrante, Orinda, CA 94563  
Phone: 510-967-4705  
Email: jalmanzan@theequitycollaborative.com

### **SUMMARY OF BACKGROUND AND EXPERIENCE**

Jamie Almanzan is a facilitator, teacher, curriculum developer and leadership coach currently working as an Equity Leadership Coach and the owner of The Equity Collaborative, LLC in Oakland, California. Prior to leading The Equity Collaborative he held the position of Senior Coach at the National Equity Project, in Oakland and he has held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of underserved populations, particularly African American and Latino students. Jamie is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional and district teams across the country. Jamie leads professional learning and coaches in a wide range of schools and districts in California and Nationally.

LinkedIn Profile (includes a link to a recent keynote address given at the 2012 School Improvement Network Innovation Summit)  
<http://www.linkedin.com/pub/jamie-almanzan/36/b32/36b>

### **Recent Professional Experience**

2012 - Present **Founder, Partner, and Equity Leadership Coach**  
**The Equity Collaborative, LLC**

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2008 - 2012 **Senior Coach**

**The National Equity Project, Oakland, California**

- Lead coach in districts, schools, and organizations.
- Provide coaching and technical assistance to leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Coordinate the Listening Campaign, an equity-focused systems based qualitative data analysis.

2000 - 2008 **Director of Learning and Teaching**

**Pacific Educational Group, San Francisco, California**

- Design and deliver systemic educational equity reform programming at the state, regional, district and school levels.
- Work with teachers and administrators on educational equity reform efforts to better meet the needs of African American and Latino students.
- Coordinator of the Collaborative Action Research for Equity (C.A.R.E.) program.
- Lead schools and school districts through Equity Leadership Development seminars in order to have school systems sustain a focus on equity for traditionally underserved students.
- Develop and provide schools with professional development/resource materials and technical support on standards-based, racially/culturally relevant teaching practices and implementation.
- Collaborate with school reform support providers in developing a synthesized program for school change, including aspects of curriculum, instruction and equity.

M.A., Education with specialization in English language development instruction, *Stanford University*  
B.A., English Literature with a religious studies minor, *California State University Chico*

Graig Meyer, The Equity Collaborative, LLC  
Address: 9603 Leslie Dr. Chapel Hill, NC 27516  
Phone: 919-824-4180  
Email: gmeyer@theequitycollaborative.com

### **SUMMARY OF BACKGROUND AND EXPERIENCE**

**Graig Meyer** is a social worker, educator, and youth development specialist working as an Equity Leadership Coach and partner in The Equity Collaborative. Graig has sixteen years of experience leading equity work in public schools. He was the director of the nationally recognized Blue Ribbon Mentor-Advocate program. He also served as the Director of Student Equity and Volunteer Services for the Chapel Hill-Carrboro (NC) City Schools. Graig was one of the co-creators of the Student Six: Strategies for Culturally Proficient Classroom Practice, which has been nationally recognized for its innovative use of student voice to train teachers in research based best practice. Graig works with school districts and non-profits nationally from his base in Chapel Hill, North Carolina. Graig is also a member of the North Carolina General Assembly House of Representatives.

LinkedIn Profile <http://lnkd.in/d4hD5-g>

View Graig's keynote address at the 2012 School Improvement Network Innovation Summit at <http://youtu.be/LosSPnXe46U>

### **Recent Professional Experience**

- 2014 - **Partner and Equity Leadership Coach**  
Present **The Equity Collaborative, LLC**
- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
  - Provide executive coaching and services coordination to school systems and their leaders.
  - Conduct research and analyze data, to support coaching objectives with leaders and teams.
  - Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
  - Design and facilitate systemic educational equity reform programming at the regional, district and school levels.
- 2012 - 2014 **Director of Student Equity and Volunteer Services**  
**Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina**
- Coordinate district-wide efforts for creating equitable learning environments and eliminating racial achievement gaps.
  - Coordinate school district Volunteer Office, including five programs and over 1000 volunteers annually.
  - Coordinate Blue Ribbon Mentor-Advocate Program (see below).
- 1998-2012 **Blue Ribbon Mentor-Advocate Coordinator**  
**Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina**
- Coordinate Blue Ribbon Mentor-Advocate program, providing over 120 students annually with mentoring, academic advocacy, tutoring, social and cultural enrichment, college and career exposure, and college scholarships.
  - Coordinate Youth Leadership Institute service-learning program for over 80 high school students.
  - Provide individual students and families with academic advocacy support.
  - Manage program budget of over \$450,000 annually.
  - Provide ongoing supervision to seven direct service staff members.
  - Provide school district with policy advice, staff development, and coaching on improving the achievement of students of color.
  - Generated over \$1 Million in grant and donor-based funding for mentoring programs.
  - Raised over \$400,000 for student scholarship funds.
  - Developed two community-based, evening tutorial programs for students in grades 4 -12.

M.A., Social Service Administration, *University of Chicago*

B.A., Sociology and Anthropology, *College of Wooster*

**EXHIBIT II**

**LOUDOUN COUNTY PUBLIC SCHOOLS  
GUIDELINES FOR PAYMENT OF EXPENSES TO CONSULTANTS**

As of January 1, 2020, Loudoun County Public Schools will pay the following rates for expenses to consultants:

Mileage                      \$0.575 per mile

Meals                         \$45.00 per day

Hotel rooms and coach airline tickets will be provided by Loudoun County Public Schools unless otherwise authorized in writing by the LCPS administrator signing the agreement with the consultant.

Use of a rental car also must be approved in writing in advance by LCPS.

Parking fees and tolls will be paid by LCPS upon presentation of receipt(s) by the consultant.

Loudoun County Public Schools will not pay expenses for any person other than those specifically contracted as consultants to LCPS.

EXHIBIT B  
FY20 Loudoun County Public Schools' Mandatory Contract Provisions

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The following provisions apply to any agreement between Contractor and Customer when Customer is a Virginia public body subject to the Virginia Public Procurement Act, Va. Code § 2.2-4300, et seq., to the extent applicable to the circumstances:

**1. Equal Opportunity Employment**

a. During the performance of the Agreement, the Contractor agrees as follows:

(i) The Contractor shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or other basis prohibited by federal or state law relating to discrimination in employment, except where there is a bona-fide occupational qualification reasonably necessary to the normal operation of the Contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

(ii) The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, shall state that Contractor is an equal opportunity employer.

(iii) Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the notice, advertisement, and solicitation requirements of this paragraph.

b. The Contractor shall cause to be included the provisions of the foregoing paragraphs a.(i), a.(ii), and a.(iii) (substituting the subcontractor or vendor for Contractor as the obligated party) in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

**2. Drug-Free Workplace**

a. During the performance of the Agreement, the Contractor agrees to (i) provide a drug-free workplace for the Contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the Contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the Contractor that the Contractor maintains a drug-free workplace; and (iv) cause to be included the provisions of the foregoing clauses (substituting the subcontractor or vendor for the Contractor as the obligated party) in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

b. For the purposes of this paragraph 2, "drug-free workplace" means a site for the performance of work done in connection with the Agreement by Contractor where its employees are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the Agreement.

**3. Certifications Regarding Felons and Sex Offenders.** If Customer is a Virginia public school board, pursuant to Code

of Virginia § 22.1-296.1.C., Contractor certifies that it and any of its employees who will have direct contact with any of Customer's students have not been convicted of a felony or any offence involving sexual molestation or physical or sexual abuse or rape of a child. Contractor shall promptly report to the Customer any change that would make this certification no longer accurate.

**4. No Employment of Unauthorized Aliens.** Contractor represents and warrants that Contractor does not, and shall not during the performance of this Agreement, knowingly employ any unauthorized alien as defined in the Federal Immigration Reform and Control Act of 1986.

**5. Statement of Nondiscrimination Against Faith-Based Organizations.** Customer does not discriminate against faith-based organizations. (See Va. Code § 2.2-4343.1)

**6. Prompt Payment Requirements**

a. Within seven days after Contractor receives amounts paid for work subject to the Agreement performed by any "subcontractor", as defined in Code of Virginia § 2.2-4347, Contractor shall take one of the two following actions:

(i) Pay the subcontractor for the proportionate share of the total payment received from Owner attributable to the work performed by the subcontractor; or

(ii) Notify Owner and the subcontractor in writing of Contractor's intent to withhold all or part of the subcontractor's payment and the reason for nonpayment

b. Contractor shall provide its Federal employer identification number with each application to Owner for payment.

c. Contractor shall pay interest to any "subcontractor" on all amounts owed by Contractor that remain unpaid after seven days following receipt by Contractor of payment from Owner for work performed by such subcontractor relating to the Agreement except as to amounts withheld as allowed by 6(a)(ii).

d. Unless otherwise provided under the terms of the Agreement, interest shall accrue at the rate of 1% per month.

e. Contractor shall include in its subcontracts a provision requiring each subcontractor to include or otherwise be subject to the same payment and interest requirements with respect to each lower-tier subcontractor.

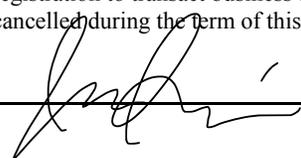
f. No obligation imposed by this paragraph 6 shall be construed to create any obligation of Customer. Under Code of Virginia §2.2-4354, no modification to the Agreement may be made for the purpose of providing reimbursement for the interest charge, and Contractor shall not invoice Customer for any such charge.

**7. Authorization to Conduct Business in Virginia.**

The provisions of Va. Code § 2.2-4311.2 are incorporated by reference. If Contractor is a business entity described in Va. Code § 2.2-4311.2.A, Contractor must be authorized to transact business in Virginia if required by law to be so authorized and shall not allow its existence or certificate authority or registration to transact business to lapse or be revoked or cancelled during the term of this Agreement.

Print Company Name: The Equity Collaborative

Signature: \_\_\_\_\_



Date: 2/5/20

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

The Equity Collaborative, LLC  
63 Orchard Rd  
Orinda CA 94563  
United States



Loudoun County Public Schools  
Lottie Spurlock  
21000 Education Court  
Ashburn VA 20148

Invoice # 244  
Invoice Date March 19, 2020  
**Balance Due (USD) \$68,333.00**

| Task                                      | Time Entry Notes   | Rate     | Hours | Line Total         |
|---|--|----------|-------|--------------------|
| Equity Leadership Coaching                | Coaching support for the Director of Equity, the Assistant Superintendent for Instruction and Assistant Superintendent of the Department of Pupil Services, and other LCPS leaders, Jan-Apr 2020 | 625.00   | 60    | 37,500.00          |
| Instructional Leadership Development      | Culturally Responsive Teaching Framework Development, Jan-Mar 2020   | 625.00   | 18    | 11,250.00          |
| Student, Family, and Community Engagement | Coaching and supporting the Director of Equity and Assistant Superintendent of Pupil Services in the ongoing development of student affinity groups, Jan-Mar 2020                                | 625.00   | 18    | 11,250.00          |
| Travel Cost                               | Flights, Hotel, Car Rental, and Meals for THREE 1 and 2-day trips for 2 Equity Collaborative coaches for January 23, February, 6, and March 5-6.   | 8,333.00 | 1     | 8,333.00           |
| <b>Total</b>                              |  |          |       | <b>68,333.00</b>   |
| Amount Paid                               |  |          |       | 0.00               |
| <b>Balance Due (USD)</b>                  |  |          |       | <b>\$68,333.00</b> |

**Notes**

This invoice represents the scope of work identified in the contract for Jan-Apr 2020 with LCPS.

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## PAYMENT STUB

The Equity Collaborative, LLC  
63 Orchard Rd  
Orinda CA 94563  
United States

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Client</b>            | Loudoun County Public<br>Schools |
| <b>Invoice #</b>         | 244                              |
| <b>Invoice Date</b>      | March 19, 2020                   |
| <b>Balance Due (USD)</b> | \$68,333.00                      |
| <b>Amount Enclosed</b>   |                                  |

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
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| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
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| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
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| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

The Equity Collaborative, LLC  
 63 Orchard Rd  
 Orinda CA 94563  
 United States



Loudoun County Public Schools  
 Suyi Chuang  
 21000 Education Court  
 Ashburn VA 20148

Invoice # 246  
 Invoice Date June 9, 2020  
**Balance Due (USD) \$34,167.00**

| Task                                 | Time Entry Notes  | Rate   | Hours | Line Total |
|--------------------------------------|---|--------|-------|------------|
| Equity Leadership Coaching           | Coaching support for the Director of Equity focused on Equity Plan Development May - Jun 2020               | 625.00 | 25    | 15,625.00  |
| Equity Leadership Coaching           | Coaching support for LCPS leaders - follow up meetings focused on Critical Race Theory Development May 2020 | 625.00 | 5     | 3,125.00   |
| Instructional Leadership Development | Culturally Responsive Teaching Framework Development, May - Jun 2020  | 625.00 | 6     | 3,750.00   |
| Equity Leadership Coaching           | Ad Hoc Equity Committee Planning and Agenda Design  | 625.00 | 6     | 3,750.00   |
| Session Facilitation                 | Ad Hoc Equity Committee facilitation with 2 facilitators 6/4  | 625.00 | 3     | 1,875.00   |
| Equity Leadership Coaching           | Cross Departmental Leadership Session Planning and Agenda Design  | 625.00 | 6     | 3,750.00   |
| Session Facilitation                 | Cross Departmental Leadership Session with 2 facilitators 5/29  | 625.00 | 3     | 1,875.00   |
| Equity Leadership Coaching           | Equity Leads Planning Meeting 6/5   | 417.00 | 1     | 417.00     |

|                          |                    |
|--------------------------|--------------------|
| <b>Total</b>             | <b>34,167.00</b>   |
| Amount Paid              | 0.00               |
| <b>Balance Due (USD)</b> | <b>\$34,167.00</b> |

**Notes**

This invoice represents the scope of work identified in the contract for May-Jun 2020 with LCPS. This completes the 2020 contract for services.

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## PAYMENT STUB

The Equity Collaborative, LLC  
63 Orchard Rd  
Orinda CA 94563  
United States

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Client</b>            | Loudoun County Public<br>Schools |
| <b>Invoice #</b>         | 246                              |
| <b>Invoice Date</b>      | June 9, 2020                     |
| <b>Balance Due (USD)</b> | \$34,167.00                      |
| <b>Amount Enclosed</b>   |                                  |

| Date       | Filename  | Contents (Summary or Text From Doc)   |
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| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
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| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
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| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
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| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |



October 9, 2020

LOUDOUN COUNTY PUBLIC SCHOOLS  
Ashburn, VA 20148

**REQUEST FOR QUOTATION #21104**

**CONSULTING SERVICES – EQUITY COACHING**

QUOTATION DUE DATE: Monday, October 19, 2020  
QUOTATION TIME DUE: 2:00 P.M. LOCAL PREVAILING TIME  
ISSUANCE AGENCY:  
Loudoun County Public Schools  
Procurement and Risk Management Services  
21000 Education Court, Suite 301  
Ashburn, VA 20148  
Attention: Andrea Philyaw, Procurement Director

LCPS COMMODITY CODE: **Consultant**

Pursuant to and in compliance with this document and its enclosures hereinafter referred to as the Contract Documents for RFQ #21104, EQUITY COACHING, the Offeror, having become thoroughly familiar with the terms and conditions of this document and with the local conditions which may affect performance and costs, hereby proposes and agrees to furnish all labor and/or materials hereinafter specified, and to fulfill the intent of this agreement in accordance with this document as interpreted by Loudoun County Public Schools.

NOTE:

**RESPONSES TO THIS RFQ MUST BE SUBMITTED ELECTRONICALLY THROUGH THE LCPS ELECTRONIC BIDDING SYSTEM.**

**LOUDOUN COUNTY PUBLIC SCHOOLS  
REQUEST FOR QUOTATION #21104  
CONSULTING SERVICES – EQUITY COACHING**

**Scope of Work:**

Loudoun County Public Schools is committed to providing an inclusive, safe, caring, and challenging learning environment for every student. LCPS previously engaged a Consultant to help facilitate the work of an Ad Hoc Committee on Equity, which the Loudoun County School Board created in April 2019, to provide guidance in addressing issues related to equity across the division. The Consultant also conducted an equity assessment (**Exhibit A: Systemic Equity Assessment**), for LCPS, to gather additional data and perspectives from LCPS students, parents, and educators around issues of racial equity, to further understanding of student and family experiences based on their social, cultural, and racial factors. Lastly, the Consultant assisted in developing a framework for culturally responsive instruction, to help ensure all students experience a welcoming, inclusive and affirming environment. (**Exhibit B: 2019-2020 Summary of Equity Work Across Departments**)

The purpose of this Request for Quotation is to obtain quotes for consulting services to work with the Department of Equity in the Office of the Superintendent to build upon their equity initiatives. Services would include coaching and consultative support for central office leaders as the school division implements important aspects of equity work. Work will include 4 areas of focus related to coaching for leaders in their work with:

- Equity Leads
- Division-wide Action Plan to Combat Systemic Racism (**Exhibit C: Action Plan to Combat Systemic Racism**)
- Comprehensive Equity Plan (**Exhibit D: Comprehensive Equity Plan**)
- Culturally-Responsive Framework, which is a component of the equity plan

**1. TASKS TO BE PERFORMED:**

- 1.1 Consultant will partner and provide equity centered coaching to support growth and movement toward self-identified goals. LCPS and the Consultant will focus on developing the division leaders' skill, knowledge and capacity to lead the division towards racial and cultural competence. The job-embedded coaching will offer frameworks and align customizable tools to be able to support schools across the division and the communities that they serve. The Consultant will identify and assess the Department of Equity's approach to their work, equity work across other departments, and ways practices could be improved to better support the underserved communities in Loudoun County Public Schools.
- 1.2 More specifically, leaders in LCPS are currently implementing large scale division-wide initiatives around the following plans:
  - Action Plan to Combat Systemic Racism
  - Comprehensive Equity Plan with division-wide work in the following areas:
    - Diverse Recruitment, Hiring, and Retention
    - Deeper Learning and Culturally Responsive Instruction
    - Professional Learning and Coaching
    - Family and Community Engagement
    - Multi-Tiered System of Supports (MTSS)
    - Eliminating Disparities: Discipline and Opportunity Gaps

- Leaders are expected to implement work in the areas outlined above. While LCPS leaders will own this work, having the coaching and consulting support to effectively lead this work is critical to the success of this work. The goal of a school system building stronger, equitable practices to yield greater access and opportunities for every student is contingent upon leaders being able to engage in reflective practices to determine the true effectiveness of work underway. Having the support of external coaching will in turn help LCPS leaders develop stronger coaching support that will complement professional learning and all other aspects of this important work.

### 1.3 Coaching support for the following leaders:

- **Department of Equity**
  - **Director of Equity** as this role is designed to collaboratively lead across all departments, resulting in the impact of division-wide work as it relates to the implementation and monitoring of the Comprehensive Equity Plan and work related to the implementation of action steps in the Action Plan to Combat Systemic Racism
  - **Supervisor of Equity:** as this is a new role in leading and supporting Equity Leads and Principals across the division; Additionally, reflect on the effectiveness of the student voice model.
- **Department of Instruction: Division of Teaching and Learning: Office of Equity and Culturally Responsive Instruction**
  - **Director of Teaching and Learning:** as the supervisor of the Equity and Culturally Responsive Instruction leadership roles in Teaching and Learning, coaching for this role is important
  - **Equity and Culturally Responsive Specialist Supervisor** as this is a new role in leading and providing professional learning opportunities (on the Culturally Responsive Framework) for teachers and leaders in all schools across the division. Additionally, reflect on the effectiveness of the student voice model.
  - **Equity and Culturally Responsive Instruction Specialist** as the leader in this role is year one of implementation of the Culturally Responsive Framework and supporting the work of teachers in application of the principles of the framework

### 1.4 Coaching Zoom calls to include:

- Strategy Day Planning Call/Meeting: 1 day at the beginning of each quarter
- 1-2 coaching calls per month for individual coaching
- 1 whole group reflective dialogue for the five leaders listed above - once a month

## 2. CONTRACTOR PERFORMANCE

During the performance of the contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

In performing services under this agreement, the service provider shall NOT be an employee of Loudoun County Public Schools, but shall operate under the direction of the Loudoun County Public Schools.

### **3. INSURANCE REQUIREMENTS & INDEMNIFICATION**

3.1 The Contractor shall obtain at their own expense all of the insurance called for hereunder using insurers with an A.M. Best Rating of A- or better, licensed to conduct business in the Commonwealth of Virginia, and acceptable to LCPS. The acceptance or approval of the Contractor's insurance required by LCPS shall not be construed as relieving or excusing the Contractor from liability or obligation imposed upon them by the provisions of the contract documents.

3.2 The Contractor shall provide these insurance requirements to their insurance agent/broker for their review and processing of a Certificate of Insurance showing evidence of the below required coverage and that Loudoun County Public Schools is the Certificate Holder.

- Workers' Compensation—Statutory Benefits and Employers' Liability Insurance
- Commercial General Liability Insurance—\$1,000,000 each occurrence and aggregate, naming Loudoun County School Board as an Additional Insured.
- Hired and Non owned Business Auto Liability Insurance—\$1,000,000 combined single limit each occurrence.
- Professional Liability Insurance with a limit of at least \$1,000,000 to cover the wrongful acts, errors, or omissions of the Contractor's professional consultant services. It is preferred that the coverage be on an occurrence basis. If the policy is on a claims-made basis, coverage shall be maintained for at least three years beyond the expiration date of the policy in force at the time of this contract award.

3.3 Indemnification—The Contractor covenants to save, defend, keep harmless and indemnify Loudoun County Public Schools and its officers, agents, and employees from and against any and all claims, lawsuits, liabilities, loss, damage, injury, costs (including litigation costs and attorney's fees), resulting from or arising out of or in any way connected with the Contractor's negligence, professional performance, or obligations under the contract. This indemnification shall continue in full force and effect after completion of the required services and final acceptance of the work products by the Schools. The purchase of insurance by the Contractor shall in no event be construed as a fulfillment or discharge of the obligations set forth in this section. Nothing herein shall be construed as a waiver of LCPS' sovereign immunity under law.

### **4. SCC INFORMATION**

Effective July 1, 2010, the Code of Virginia was amended to require that a bidder or offeror organized or authorized to transact business in the Commonwealth of Virginia pursuant to Title 13.1 or Title 50 of the Code of Virginia, as amended or otherwise required by law, shall include in its bid or proposal the Identification Number issued to such bidder or offeror by the Virginia State Corporation Commission (SCC).

Furthermore, any bidder or offeror that is not required to be authorized to transact business in the Commonwealth of Virginia as a domestic or foreign business entity under Title 13.1 or Title 50 or as otherwise required by law, shall include in its bid or proposal a statement describing why the bidder or offeror is not required to be so authorized.

An Attribute verifying compliance with this Virginia State Corporation Commission regulation must be submitted with the proposal response. Refer to the 'Attributes Section' of the LCPS Electronic Bidding System to select the following options:

- A. Offeror is a corporation or other business entity with a Virginia SCC identification number. If Offeror chooses option A from the dropdown in the above attribute 'VA SCC Compliance' then the Offeror needs to enter in the provided text field their VA SCC member number.
- B. Offeror is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust.
- C. Offeror is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Offeror's out-of-state location).
- D. Offeror is an out-of-state entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned Offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.
- E. Offeror has not completed any of the foregoing options but currently has pending before the VA SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (LCPS reserves the right to determine in its sole discretion whether to allow such waiver). Provide proof of application.

For more information on this requirement, vendors should consult with their attorney and/or contact the Virginia State Corporation Commission at (804) 371-9967; or email at [sccinfo@scc.virginia.gov](mailto:sccinfo@scc.virginia.gov).

Their website is: [www.scc.virginia.gov/index.aspx](http://www.scc.virginia.gov/index.aspx).

**5. PERIOD OF QUOTE**

The period of this contract shall be one year from date of award.

**6. REQUIRED SUBMITTALS**

Failure to provide the following information may result in the offeror's proposal being deemed non-responsive. Please provide the requested information in the order outlined below:

a. Key Personnel

Include names of key employees who will be providing services under this contract and a description of their related experience. The role of each key employee under this contract must be clearly stated. The resumes of all key employees involved in in this contract must be attached.

b. Vendor Data Sheet

Reference page identifying school jurisdictions or other clients of a similar size with dates of service and services provided similar to those requested in this quotation.

c. Organization and Staffing

Provide an organization chart, indicating each of the key people for whom a resume is enclosed.

d. Statement of Qualifications, Ability, and Plan of Operation

State why your firm is uniquely qualified to meet LCPS's needs and is able to do so on an immediate basis.

e. Pricing Schedule

List of specific services available and associated costs for the services described herein. In addition, indicate the name(s) of the individual(s) who would be performing the services, proposed hourly fee, and estimated total project hours based on information shared in this request for quotation.

f. A copy of your firm's standard contract and a sample invoice, including back-up documentation for time and expenses.

g. Completed Certification (Refer to "Attribute" section);

h. Certificate of Insurance, as per Section 3.

i. W-9.

**7. SUBMISSION METHOD**

A. Offeror shall respond to this solicitation using the LCPS Electronic Bidding System by Monday, October 19, 2020 at 2:00 pm EST. NO FAXED, MAILED OR E-MAILED BIDS WILL BE ACCEPTED.

B. A 'How-To Guide' for step-by-step instructions on how to respond to this solicitation can be found on the login page of the LCPS Electronic Bidding System via the following link: [LCPS Electronic Bidding System](#).

C. After your successful submission, the system will display 'Response Submitted' followed by the date and time stamp in the 'Response Status' field. It is the sole responsibility of the Offeror to ensure that their offer is submitted by the designated date and time stated. An incomplete submission will NOT be considered.

D. The digital signature must be signed by a person authorized to represent and bind your company.

E. Requests for additional information or clarification of specifications must be sent via the LCPS Electronic Bidding System under the 'Questions' section. Requests for information must be received before question cutoff date and time posted under the 'Event Details' tab.

F. Addenda may occur prior to the closing date. It is the Offeror's responsibility to check the website listing frequently to ensure that all solicitation information is

complete and accurate. Offeror may receive a system generated email notification if an addendum has been issued.

**8. PROPRIETARY INFORMATION**

Trade secrets or proprietary information submitted by an offeror in connection with this solicitation shall not be subject to disclosure under the Virginia Freedom of Information Act; however, **the offeror must invoke the protections of this section prior to or upon submission of the data or other materials, and must clearly identify the data or other materials to be protected and state the reasons why protection is necessary. Offeror shall submit redacted copy of their proposal, which shall render the proposal free of any proprietary information. The redacted copy shall be clearly marked as such.** Offerors shall not mark sections of their proposal as proprietary if they are to be part of the award of the contract and are of a “Material” nature.

**9. RIGHTS OF LOUDOUN COUNTY PUBLIC SCHOOLS**

Loudoun County Public Schools reserves the right to accept or reject all or any part of any proposal, waive informalities and award the contract to best serve the interest of Loudoun County Public Schools.

**10. AWARD**

A committee will evaluate all proposals and determine which offerors are fully qualified and responsive to the Request for quote. Should it be determined that only one offeror is fully qualified, or that one offeror is clearly more highly qualified than the others, a contract with that offeror may be negotiated. Selection will be made based on evidence of the completeness of the proposal at the extent to which the response meets the requirements of the RFQ and the extent to which the Offeror is likely to be able to achieve the desired results with reasonable pricing.

**VENDOR DATA SHEET**

1. Qualification: The vendor must have the capability and capacity in all respects to satisfy fully all of the contractual requirements.

2. Vendor's Primary Contact for Awarded Contract:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ email: \_\_\_\_\_

3. Vendor's Account Manager Contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ email: \_\_\_\_\_

4. Vendor's Emergency Contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ email: \_\_\_\_\_  
Toll-Free: \_\_\_\_\_

5. Years in Business: Indicate the length of time you have been in business providing this type of good or service:  
\_\_\_\_\_ Years \_\_\_\_\_ Months

6. Indicate below a listing of at least three (3) current school, local government, or similar entity, that your company is servicing, has serviced, or has provided similar goods/services. Include the length of service and the name, address, and telephone number of the point of contact. In addition to this section, please submit a more detailed list of references including description of the scope of services provided and email address of the contact person.

A. Entity: \_\_\_\_\_  
Contact: \_\_\_\_\_  
Phone :(\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_  
Project: \_\_\_\_\_  
Services Performed: \_\_\_\_\_  
Dates of Service: \_\_\_\_\_ \$ Value: \_\_\_\_\_

B. Entity \_\_\_\_\_  
Contact: \_\_\_\_\_  
Phone :(\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_  
Project: \_\_\_\_\_  
Services Performed: \_\_\_\_\_  
Dates of Service: \_\_\_\_\_ \$ Value: \_\_\_\_\_

C. Entity: \_\_\_\_\_  
Contact: \_\_\_\_\_  
Phone :(\_\_\_\_) \_\_\_\_\_ Fax :(\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_  
Project: \_\_\_\_\_  
Services Performed: \_\_\_\_\_  
Dates of Service: \_\_\_\_\_ \$ Value: \_\_\_\_\_

I certify the accuracy of this information.

**Signed:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Pricing Schedule**

|                                      |  |
|--------------------------------------|--|
| <b>Estimated Total Project Hours</b> |  |
|--------------------------------------|--|

| <b>Name of Individual(s)</b> | <b>Title</b> | <b>Hourly Rate</b> |
|------------------------------|--------------|--------------------|
|                              |              |                    |
|                              |              |                    |
|                              |              |                    |

Include list of specific services available and associated costs for the services described herein.

**Loudoun County Public Schools  
ASHBURN, VIRGINIA**

**REVISED March 15, 2010**

**GENERAL CONDITIONS AND INSTRUCTIONS TO OFFERORS**

(Vendor: The General Conditions and Instructions to Offerors that follow apply to all purchases by Loudoun County Public Schools (LCPS), through the Purchasing Division and become a definite part of each formal solicitation, purchase order, or other award issued by the Purchasing Division, unless otherwise specified.

Offerors and/or their authorized representatives are expected to fully inform themselves as to the conditions, requirements, and specifications before submitting an offer. Failure to do so will be at the offeror's own risk, and an offeror cannot secure relief from the conditions on the plea of error.)

Subject to all applicable laws, ordinances, policies, resolutions, regulations, and all limitations imposed thereby, offers on all solicitations issued by the Purchasing Division will bind offerors to the conditions and instructions herein set forth unless otherwise specified in the solicitation.

1. AUTHORITY-The Purchasing Agent shall serve as the principal purchasing official for LCPS and shall be responsible for the procurement of goods and services, with the exception of construction, the responsibility for which shall reside with the Assistant Superintendent for Support Services. The Purchasing Agent shall be appointed, supervised and subject to the direction of the Division Superintendent or his/her designee. Bids, proposals, and purchase orders for Loudoun County Public Schools are pursuant to School Board Policy which is in compliance with the Virginia Public Procurement Act, Va. Code §2.2-4300, et. seq. In the discharge of these responsibilities, the Purchasing Agent may be assisted by other staff. Any purchase order or contract made contrary to these provisions and authorities shall be of no effect and void, and the School Board and Loudoun County Public Schools shall not be bound thereby.

All contacts between offerors or prospective offerors shall be only with the Purchasing Agent or other designated employee of the Loudoun County School Board. No offeror or potential offeror shall initiate or engage in any discussions with any other employee of the School Board or any member of the School Board while a solicitation is outstanding concerning the contents of such solicitation or with the intent to influence or interfere with the contract award authorized by and described in such solicitation. A violation hereof may result in a disqualification of such offeror.

**SPECIFICATIONS**

2. QUESTIONS OR COMMENTS-Any substantive information a prospective offeror desires concerning a solicitation beyond what is contained in the solicitation, including without limitation, questions about specifications and requirements, shall be requested of the Purchasing Agent,

in writing, at least five days before the opening date of bids or proposals. Requests not received within five days of the opening date need not be considered unless the Purchasing Agent, in his or her sole discretion, deems it in LCPS interest to do so. Any material interpretation made to prospective offerors will be expressed in the form of a written addendum to the solicitation which shall be posted on the LCPS website. It shall be the offeror's responsibility to monitor the website for changes. Addenda will be posted no later than three days before the opening date. Oral answers shall not be authoritative and shall not provide any basis for reliance by an offeror. Offerors shall acknowledge receipt of any addenda with their offer. Failure to do so may cause the offer to be rejected as nonresponsive.

3. a) BRAND NAME OR EQUAL ITEMS-Unless otherwise provided in the Invitation to Bid (IFB) or Request for Proposal (RFP), the name of a certain brand, make or manufacturer does not restrict offerors to the specific brand, make, or manufacturer named. Such a brand name conveys the general style, type, character and quality of the article desired, and any article which LCPS, in its sole discretion, determines to be the equal of that specified, considering quality, workmanship, economy of operation, and suitability for the purpose intended shall be accepted.

b) SECRETS OR PROPRIETARY INFORMATION- Trade secrets or proprietary information submitted by a bidder, offeror or contractor in connection with a procurement transaction or prequalification application submitted pursuant to subsection B of § 2.2-4317 shall not be subject to the Virginia Freedom of Information Act (§ 2.2-3700 et seq.); however, the bidder, offeror or contractor shall (i) invoke the protections of this section prior to or upon submission of the data or other materials, (ii) **identify the data or other materials to be protected, and (iii) state the reasons why protection is necessary.**

4. FORMAL SPECIFICATIONS-When an IFB or RFP indicates that it is a "formal specification" (no substitute), or otherwise states that the article specified, and no other, shall be provided, then the offeror shall furnish the article in strict conformity with the specification and may not offer a purported equal or substitute. The offeror shall abide by and comply with the true intent of the specifications and not take advantage of any unintentional error or omission. The offer shall fully complete every part as the true intent and meaning of the specifications and drawings. Whenever a specification requires articles, materials, or workmanship to conform to laws, ordinances, regulations, building codes, underwriter laboratory standards, ASTM standards, or similar law or standards, the specification shall be construed to require at least the minimum acceptable standard allowed by the cited law or standard under the circumstances unless otherwise indicated.

## BID PROCESS

5. TIME FOR RECEIVING BIDS-Bids received prior to the time of opening will be securely kept unopened. The Purchasing Agent or a representative whose duty it is to open them will decide when the specified time has arrived, and no bid in a procurement by competitive sealed bidding received thereafter will be considered, unless the Purchasing Agent determines, in his or her sole discretion, that delay in receipt of the bid until after the specified time was the fault of LCPS, the bidder could not have obtained any undue advantage because of the delay, and consideration of the bid would not compromise the integrity of the bid system. No responsibility will be attached to the Purchasing Agent or representative for the premature opening of a bid

not properly addressed, received, and identified.

6. BIDDERS PRESENT-In procurements by competitive sealed bidding, at the time fixed for the opening of sealed bids, their contents will be made public for the information of bidders and other interested parties, who may be present either in person or by representative. All bids will be opened at the time and place specified and read publicly and remain available for inspection in the Office of the Purchasing Agent during regular business hours by bidders prior to award (unless a determination is made not to make an award) and by the general public after an award is made. The Purchasing Division will provide each bidder a notification of award.

PLEASE NOTE:

Proposals submitted in response to Requests for Proposal are not opened publicly and are negotiated contracts. The Purchasing Division will release the names of those submitting proposals after the time for receipt of proposals has passed.

7. OMISSIONS AND DISCREPANCIES-Unless otherwise indicated, any specification for an item of equipment shall be interpreted to include not only the item of equipment specified, but also those parts, items, appurtenances and accessories reasonably necessary to make the equipment complete and working.

8. WITHDRAWAL OF BIDS-A bidder may withdraw his/her bid from consideration if the price bid was substantially lower than the other bids due solely to a mistake therein, provided the bid was submitted in good faith, and the mistake was a clerical mistake, as opposed to a judgment mistake, and was actually due to an unintentional arithmetic error or an unintentional omission of a quantity of work, labor or material made directly in the compilation of a bid, which can be clearly shown by objective evidence drawn from inspection of original working papers, documents and materials used in the preparation of the bid sought to be withdrawn. The following procedure shall be used to request withdrawal of a bid, other than for a public construction contract:

(a) Requests shall be submitted and delivered to the Purchasing Agent or his/her representative in writing.

(b) A bidder shall give notice in writing of his/her claim of right to withdraw his/her bid within ten business after notice of intent to award or notice of award, whichever occurs first.

(c) Requests shall include all objective evidence as to why the bidder contends his/her bid meets the above criteria for withdrawal due to mistake, including without limitation, originals of work papers.

(d) The Superintendent shall decide whether the bid may be withdrawn on contracts of less than \$100,000. On contracts of \$100,000 or more the School Board will make the determination. A decision denying withdrawal of a bid shall be final and conclusive unless the bidder appeals the decision within ten days after receipt of the decision by instituting legal action as provided in Section 2.2-4364B of the Code of Virginia.

(e) If a bid is withdrawn under the authority of this section and the solicitation is not cancelled, the lowest responsive and responsible remaining bid shall be deemed to be the low bid. No

bidder who is permitted to withdraw a bid shall, for compensation, supply any materials or labor to or perform any contract or other work agreement for the person or firm to whom the contract is awarded or otherwise benefit, directly or indirectly, from the performance of the project for which the withdrawn bid was submitted.

9. ERRORS IN BID-When an error is made in extending the total prices, the unit bid price will govern. Erasures on hardcopy bids must be initialed by the bidder. Carelessness in quoting prices or in preparation of the bid otherwise will not relieve the bidder. Bidders are cautioned to recheck their bids for possible errors. Errors discovered after public opening cannot be corrected, and the bidder will be required to perform if his bid is accepted, unless the bidder successfully withdraws its bid in accordance with paragraph 8, Withdrawal of Bids.

10. BIDDERS INTERESTED IN MORE THAN ONE BID-If more than one bid is offered by any one person, by or in the name of their clerk, partner, firm, or corporation, all such bids may be rejected. A contractor who has quoted prices on work or supplies to a bidder is not thereby disqualified from quoting prices to other bidders or firms submitting a bid directly for the work, material or supplies.

11. TAX EXEMPTION-LCPS is exempt from the payment of any federal excise or Virginia sales tax. The price bid must be net, exclusive of taxes. When under established trade practice, any federal excise tax is included in the list price; bidder may quote the list price and shall show separately the amount of federal excise tax, either as a flat sum or as a percentage of the list price, which shall be deducted by LCPS. All offerors, however, shall assure that all their real and personal property taxes owed to the County of Loudoun are paid prior to submitting an offer.

## AWARD

12. RESPONSIBLE BIDDER-In determining the responsibility of a bidder, the following criteria will be considered:

(a) The ability, capacity and skill of the bidder to perform the contract or provide the services required: whether they can perform the contract or provide the service promptly, or within the time specified, without delay or interference.

(b) The character, integrity, reliability, reputation, judgment, experience and efficiency of the bidder.

(c) The quality of performance on previous contracts.

(d) The previous and existing compliance by the bidder with laws and ordinances relating to the contract or services.

(e) The sufficiency of the financial resources and ability of the bidder to perform the contract or provide the service.

(f) The quality, availability, and adaptability of the goods or services to the particular use required.

- (g) The ability of the bidder to provide future maintenance and service for the use of the subject of the contract.
- (h) The number and scope of the conditions attached to the bid.
- (i) Whether the bidder is in arrears on a debt or contract or is in default on a security to LCPS or whether the bidder's county taxes or assessments are delinquent.
- (j) Such other information as may be secured by the Purchasing Agent having a bearing on the decision to award the contract.
- (k) If the bid from the lowest responsible, responsive bidder exceeds available funding, negotiations may be conducted with the apparent low bidder to obtain a contract price within available funds.

13. NOTICE OF AWARD/CONTRACT DOCUMENTS-A written award furnished to the successful bidder shall be deemed to result in a contract binding on the bidder. To the extent they are included in or incorporated by the solicitation, the following documents are hereby incorporated in and shall form a part of the resulting contract:

- (a) LCPS Solicitation, Award Notice, and other documents which may be incorporated by reference, if applicable.
- (b) General Conditions and Instructions to Offerors.
- (c) Special Provisions.
- (d) Pricing Schedule.
- (e) Any Addenda/Amendments.
- (f) Purchase Order.
- (g) No awardee of any Loudoun County Public School's contract shall issue a press release or in any other way advertise their contract with Loudoun County Public Schools without the express written permission of Loudoun County Public Schools.

14. TIE BIDS-In case of a tie bid, preference shall be given to County and State bidders in that order; otherwise the tie shall be decided by lot.

Please note: Consistent and continued tie offerings could cause rejection of offers by LCPS and/or investigation for Anti-Trust violations.

15. PROMPT PAYMENT DISCOUNT-For purposes of entitlement to any prompt payment discount offered by a bidder:

- (a) The date from which LCPS has to pay will be upon delivery to LCPS, inspection, and

acceptance by LCPS, or receipt of a correct invoice by the office specified by LCPS.

(b) If the bidder does not specify a time within which payment is to be made for its prompt payment discount to apply, then the time shall be thirty (30) days.

(c) Payment shall be deemed made as of the date of mailing of the LCPS check to the vendor.

16. INSPECTION-ACCEPTANCE-For determining acceptance of supplies in accordance with the provisions of the Prompt Payment Discount paragraph, inspection and acceptance shall be accomplished only after examination (including testing) of supplies and services to determine whether the supplies and services conform to the contract requirements.

### **CONTRACT PROVISIONS**

**Cooperative Procurement:** As authorized in Section 2.2-4304 of the Code of Virginia, if applicable, this procurement is being conducted on behalf of and may be used by public bodies, agencies, institutions, and localities of the several states, territories of the United States, and the District of Columbia with the consent of the contractor. Upon notification of award, vendors will be issued a rider clause that is to be completed by the contractor and returned within ten days of notification of award.

17. TERMINATION OF CONTRACTS-Contracts will remain in force for full periods specified and/or until all articles ordered before date of termination shall have been satisfactorily delivered and accepted and thereafter until all requirements and conditions shall have been met unless:

(a) Terminated prior to expiration date by satisfactory deliveries of entire contract requirements, or upon termination by the School Board for convenience or cause, or upon termination by Contractor for material breach by LCPS.

(b) Extended upon written authorization of the Purchasing Agent and accepted by Contractor, to permit ordering of unordered balances or additional quantities at contract prices and in accordance with contract terms.

18. TERMINATION FOR CONVENIENCE-A contract may be terminated by the School Board in accordance with this clause in whole or in part whenever the Purchasing Agent shall determine that such a termination is in the best interests of LCPS. Any such termination shall be effected by delivery to the Contractor at least (5) working days prior to the termination date of a Notice of Termination specifying the extent to which performance shall be terminated and date upon which such termination becomes effective. An adjustment in the contract price shall be made to compensate the contractor for his/her actual costs incurred in performance prior to termination that, as determined in the School Board's discretion, are reasonable, allocable, and allowable, plus a reasonable amount of profit on such costs. In no event shall the LCPS or the School Board be liable to the contractor for anticipated profits for unperformed work or undelivered goods or for any consequential, special, incidental, or punitive damages of any kind. In no event shall LCPS be liable for any amount over the contract price.

19. TERMINATION OF CONTRACT FOR CAUSE-

(a) The School Board may, by written notice of termination to the Contractor specifying a termination date at least five days thereafter, terminate this contract for cause in whole or in part if the Contractor (1) fails to deliver the goods or perform the services this contract requires within the time this contract specifies, or (2) fails to perform any of its other obligations under this contract or violates any provision of this contract.

(b) If this contract is terminated for cause, the Purchasing Agent may require the Contractor to transfer title and deliver to LCPS, as directed by the Purchasing Agent, any completed or partially completed goods and documents, data, studies, surveys, drawings, maps, models and reports ("deliverables") prepared by the Contractor under the contract. LCPS shall pay the contract price for such completed goods and deliverables. The Contractor and Purchasing Agent shall agree on the amount of payment for partially-completed goods and deliverables the School Board requires the Contractor to transfer and deliver to it. If the parties fail to agree, then the Contractor may present a claim to LCPS for its reasonable costs for the partially-completed goods and deliverables. Costs recoverable shall be limited to those that, as determined in LCPS discretion, are reasonable, allocable, and allowable. Such costs in no event shall exceed the contract price for the goods and deliverables if completed.

(c) Notwithstanding the above, the Contractor shall not be relieved of liability to LCPS for damages sustained by LCPS by virtue of any breach of contract by the Contractor for the purpose of setoff until such time as the exact amount of damages due to LCPS from the Contractor is determined.

(d) If the School Board terminates this contract for cause when cause, in fact, does not exist, then the termination shall for all purposes be deemed a termination for convenience under this contract, and the termination for convenience clause shall apply for all purposes.

(e) If Contractor properly terminates this contract for material breach by LCPS, Contractor's damages shall be limited to the amounts recoverable by Contractor for a termination for convenience.

20. CONTRACT MODIFICATIONS-No modifications in the terms of a contract shall be valid or binding upon LCPS unless made in writing, signed, and duly authorized by LCPS.

21. FUNDING-A contract shall be deemed binding only to the extent of appropriations available to LCPS for the purchase of such articles.

22. NEW GOODS/FRESH STOCK-Unless otherwise specifically stated, the Contractor shall provide new rather than used goods, fresh stock, and the latest model, version, design or pack of any item specified.

23. NONDISCRIMINATION-During the performance of this contract the Contractor agrees as follows:

(a) The Contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability or other basis prohibited by state law relating to discrimination in employment except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the Contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause.

(b) The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, will state that such Contractor is an Equal Opportunity Employer.

(c) Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.

(d) The Contractor will include the provisions of the foregoing paragraphs a, b, and c above in every subcontract or purchase order of over ten thousand dollars so that the provisions will be binding upon each subcontractor or vendor.

#### 24. SMALL BUSINESS AND MINORITY BUSINESS ENTERPRISES-

(a) It is the policy of LCPS to undertake every effort to increase opportunity for utilization of small businesses and minority businesses in all aspects of procurement to the maximum extent feasible.

(b) In connection with the performance of this contract, the Contractor agrees to use his/her best effort to carry out this policy and ensure that Small Businesses and Minority Businesses shall have the maximum practicable opportunity to compete for subcontract work under this contract consistent with the efficient performance of this contract.

(c) As used in this contract, the term "Small Business" means a business concern which, regardless of ownership or control, (1) does not exceed fifty (50) employees, (2) gross annual income does not exceed two (2) million dollars, (3) is independently owned and operated (not subsidiary of another firm), and (4) is not dominant in its field of operation.

(d) As used in this contract, the term "Minority Business" means a business concern which is operated and controlled by a minority. The term "operated and controlled" shall mean that the managerial staff of the business concern is comprised of minority persons, sufficient in ratio and gross earnings to demonstrate that the business transactions are, in fact, controlled by minority persons; and that the primary power, directly or indirectly, to influence the management of this business concern shall rest with minority persons or a corporation, partnership or sole proprietorship in which minority persons collectively own, operate, control and share in earnings of fifty one (51) percent or more of such an enterprise.

(e) As used in this contract, the term "Minority person" means Black, Hispanic, Asian or Pacific Islanders; American Indians or Alaskan Natives; and women, regardless of race or ethnicity.

(f) Contractors may rely on oral or written representation by subcontractors regarding their status as small and/or minority business enterprises in lieu of independent investigation.

(g) Where federal grants or monies are involved, it is the policy of LCPS through its agents and employees to comply with the requirements set forth - Standards Governing State and Local Grantee Procurement - of the U.S. Office of Management and Budget Circular N. A-102, Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments, as they pertain to small and minority business utilization.

25. GUARANTEES & WARRANTIES-Unless otherwise specifically indicated in the solicitation, by entering into the contract, the Contractor itself warrants and guarantees all goods and services furnished (1) in accordance with the General Guaranty and Service Contract Guaranty paragraphs herein, and (2) in accordance with the provisions of the Uniform Commercial Code. In addition, the Contractor shall properly transfer to LCPS all standard warranties given by the manufacturer(s) of any goods furnished. The Contractor shall deliver all manufacturers' warranties to the Purchasing Agent before final payment on the contract.

26. PRICE REDUCTION-If at any time after the date of the bid the Contractor makes a general price reduction in the comparable price of any material covered by the contract to customers generally, an equivalent price reduction based on similar quantities and/or considerations shall apply to the contract for the duration of the contract period (or until the price is further reduced). Such price reduction shall be effective at the same time and in the same manner as the reduction in the price to customers generally. For purpose of this provision, a "general price reduction" shall mean any horizontal reduction in the price of an article or service offered (1) to contractor's wholesalers, jobbers, retailers, etc., which was used as the basis for bidding on this solicitation. An occasional sale at a lower price, or sale of distressed merchandise at a lower price, would not be considered a "general price reduction" under this provision. The Contractor shall submit invoices at such reduced prices indicating on the invoice that the reduction is pursuant to the "Price Reduction" provision of the contract documents. The Contractor in addition will, within ten (10) days of any general price reduction, notify the Purchasing Agent of such reduction by letter. FAILURE TO DO SO WILL BE A BREACH OF THE CONTRACT AND MAY REQUIRE TERMINATION OF THE CONTRACT. Upon receipt of any such notice of a general price reduction, all ordering offices will be duly notified by the Purchasing Agent.

27. CHANGES-

(a) The Purchasing Agent may, at any time, without notice to any sureties, by written order indicated to be a change order, and signed by him or her, make changes within the general scope of the contract, including without limitation, changes in (1) specifications (including drawings and designs), (2) method of packing and shipment, (3) method or manner of performance, (4) place of delivery, and (5) time for performance and completion.

(b) Within fifteen (15) days of receipt of a change order, the Contractor shall submit a written proposal to the Purchasing Agent for any equitable adjustment to the contract price, delivery schedule, or both, that should in fairness be made due to the change order. The parties shall then agree to and sign a modification to the contract that makes an equitable adjustment to the contract price, delivery schedule, or both.

(c) If the parties cannot agree to a modification to the contract, then the Purchasing Agent may either (1) cancel the change order at no expense to LCPS, or (2) order in writing that the Contractor proceed with the change order.

(d) If the Purchasing Agent orders in writing that the Contractor proceed with the change order and no adjustment is agreed upon, then the Contractor or Purchasing Agent may submit a claim to LCPS for an equitable adjustment to the contract price, delivery schedule, or both, due to the change order. Any equitable adjustment as to contract price shall be limited to the increase or decrease in cost reasonably attributable to the change order that, as determined in LCPS discretion, is reasonable, allocable, and allowable. Any equitable adjustment as to delivery schedule shall be limited to an increase or decrease in schedule reasonably attributable to the change order.

(e) Nothing shall excuse the Contractor from proceeding with the contract as changed by written change order.

(f) No payment shall be made to the Contractor for any extra material or services or for any greater amount of money than the written contract stipulates unless the procedures of this clause have been strictly followed.

28. PLACING OF ORDERS-Orders against contracts will be placed with the Contractors on a Purchase Order executed and released by the Purchasing Agent. The Purchase Order must bear the appropriate contract number and date.

Where Blanket Purchase Agreements (BPAs) have been executed and a Purchase Order has been released by the Purchasing Agent, telephonic orders may be placed directly with the Contractor by the ordering office. Such agreements (BPA) are normally reserved for the purchase of highly repetitive items on a day-to-day basis.

Orders may be made by use of a LCPS purchase card.

### **DELIVERY PROVISIONS**

29. SHIPPING INSTRUCTIONS-CONSIGNMENT-Unless otherwise specified in the solicitation, each case, crate, barrel, package, etc., delivered under the contract must be plainly stenciled or securely tagged, stating the Contractor's name, purchase order number, and delivery address as indicated in the order. Where shipping containers are to be used, each container must be marked with the purchase order number, contract number, name of the Contractor, the name of the item, the item number, and quantity contained therein. In case of carload lots, the Contractor shall tag the car, stating Contractor's name and purchase order number. Any failure to mark items as required by the instructions will cause the Contractor to bear the risk of any resulting loss of or damage to material, or late delivery or misdelivery of material and any damages resulting therefrom.

Deliveries must be made during LCPS normal business day to a "badge identified" LCPS employee, (Monday to Friday, except holidays, from 8:00 A.M. to 3:30 P.M.) and sufficiently

before closing time to permit unloading, inspection, and storage, unless specific arrangements have previously been agreed upon at the delivery point.

The Contractor shall ensure compliance with these instructions for items that are drop-shipped.

Unless otherwise specified in the solicitation all pricing shall be **F.O. B. Destination**.

30. RESPONSIBILITY FOR SUPPLIES TENDERED-The Contractor shall be responsible for the materials or supplies covered by the contract until they are delivered at the designated point, but the Contractor shall bear all risk on rejected materials or supplies after notice of rejection. Rejected materials or supplies must be removed by and at the expense of the Contractor promptly after notification of rejection, unless public health and safety require immediate destruction or other disposal of rejected delivery. If rejected materials are not removed by the contractor within ten (10) days after date of notification, the LCPS may return the rejected materials or supplies to the Contractor at Contractor's risk and expense or dispose of them as its own property.

31. INSPECTIONS-Inspection and acceptance of materials or supplies will be made after delivery at destination herein specified unless otherwise stated. If inspection is made after delivery at destination herein specified, LCPS will bear the expense of inspection except for the value of samples used in case of rejection. Final inspection shall be conclusive except in regards to latent defects, fraud, or such gross mistakes as amount to fraud. Final inspection and acceptance or rejection of the materials or supplies will be made as promptly as practicable, but failure to inspect and accept or reject materials or supplies shall not impose liability on LCPS for such materials or supplies as are not in accordance with the specifications.

32. COMPLIANCE-Delivery must be made as ordered and in accordance with the solicitation or as directed by the Purchasing Agent when not in conflict with the bid. The decision of the Purchasing Agent as to reasonable compliance with delivery terms shall be final. Burden of proof of delivery in receipt of goods by the purchaser shall rest with the Contractor. Any request for extension of time of delivery from that specified must be approved by the Purchasing Agent, such extension applying only to the particular item or shipment affected.

33. DELAY-Should the Contractor be delayed by LCPS, there shall be added to the time of completion a time equal to the period of such delay caused by LCPS. However, the Contractor shall not be entitled to claim damages or extra compensation for such delay or suspension. This provision does not apply to public construction contracts.

34. METHOD AND CONTAINERS-Unless otherwise specified, goods shall be delivered in commercial packages in standard commercial containers, so constructed as to ensure acceptance by common or other carrier for safe transportation to the point of delivery. Containers become property of LCPS unless otherwise specified by bidder.

35. REPLACEMENT-Materials or components that have been rejected by the Purchasing Agent in accordance with the terms of this contract shall be promptly replaced by the Contractor at no cost to LCPS.

36. PACKING SLIPS OR DELIVERY TICKETS-All shipments shall be accompanied by

Packing Slips or Delivery Tickets, and shall contain the following information for each item delivered:

- (1) The Purchase Order Number
- (2) The Name of the Article and Supplier's Stock Number
- (3) The Quantity Ordered
- (4) The Quantity Shipped
- (5) The Quantity Back Ordered
- (6) The Name of the Contractor

Bidders are cautioned that failure to comply with these conditions shall be considered sufficient reason for refusal to accept the goods.

### **PAYMENTS**

37. **PAYMENT**-Payment shall be made after satisfactory performance of the contract, in accordance with all of the provisions thereof, and upon receipt of a properly completed invoice. LCPS reserves the right to withhold any or all payments or portions thereof for Contractor's failure to perform in accordance with the provisions of the contract or any modifications thereof.

38. **PARTIAL PAYMENTS**-Unless otherwise specified, partial payments will be made upon acceptance of materials or services so invoiced if in accordance with completion date. However, ten percent (10%) of the value of the entire order may be retained until the completion of the contract.

39. **PAYMENTS FOR EQUIPMENT, INSTALLATION, AND TESTING**-When equipment involves installation (which shall also be interpreted to mean erection and/or setting upon or placing in position, service or use) and test, and where such installation or testing is delayed, payment may be made on the basis of fifty percent (50%) of the contract price when such equipment is delivered on the site. A further allowance of twenty five percent (25%) may be made when the equipment is installed and ready for test. The balance shall be paid after the equipment is tested and found to be satisfactory. If the equipment must be tested, but installation is not required to be made by the Contractor or if the equipment must be installed but testing is not required, payment may be made on the basis of seventy five percent (75%) at the time of delivery and the balance shall be paid after satisfactory test or installation is completed.

40. **PAYMENTS TO SUBCONTRACTORS**-Within seven (7) days after receipt of amounts paid to the Contractor by LCPS for work performed by subcontractor under that contract, the Contractor shall either (a) pay the subcontractor for the proportionate share of the total payment received from LCPS attributable to the work performed by the subcontractor under that contract; or (b) notify LCPS and subcontractor, in writing, of Contractor's intention to withhold all or a part of the subcontractor's payment with the reason for nonpayment. The Contractor must pay interest at the rate of one percent per month unless provided otherwise to the subcontractor on all amounts owed by the Contractor that remain unpaid after seven days following receipt by the Contractor of payment from LCPS for work performed by the subcontractor under that contract, except for amounts withheld as allowed in (b) above. The Contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of LCPS or

the School Board.

In order to receive payment, individual Contractors must provide their social security numbers; and proprietorships, partnerships, limited liability companies, and corporations must provide their federal employer identification numbers.

### **GENERAL**

41. **GENERAL GUARANTY**-Contractor agrees to:

- (a) Indemnify and save LCPS, the School Board, its agents, and employees harmless from any claim or liability of any nature or kind for unauthorized use of any copyrighted or uncopyrighted compositions, secret process, patented or unpatented invention, article or appliance furnished or used in the performance of the contract.
- (b) Protect LCPS against latent defective materials or workmanship and to repair or replace any damages or marring occasioned in transit or delivery.
- (c) Furnish adequate protection against damage to all work and to repair damages of any kind, to the building or equipment, to his/her own work or to the work of other contractors, for which his/her workers or those providing work through Contractor are responsible.
- (d) Pay for all permits, licenses and fees and give all notices and comply with all laws, ordinances, rules and regulations of the United States, State, County, and City.
- (e) Protect LCPS from loss or damage to LCPS-owned property while it is in the custody or control of the Contractor.

42. **SERVICE CONTRACT GUARANTY**-Contractor agrees:

- (a) To furnish services described in the solicitation at the times and places and in the manner and subject to conditions therein set forth, provided, however, that LCPS may reduce the said service at any time.
- (b) To enter upon the performance of services with all due diligence and dispatch; assiduously press to its complete performance and exercise therein the highest degree of skill and competence.
- (c) All work performed and services rendered shall strictly conform to all laws, statutes, regulations, and ordinances and the applicable rules, regulations, methods and procedures of all government boards, bureaus, offices, and other agencies.
- (d) Said services may be inspected by an employee of LCPS at any reasonable time and place selected by LCPS. LCPS shall be under no obligation to compensate Contractor for any services not rendered in strict conformity with the contract.
- (e) The presence of a LCPS/County/State Inspector shall not lessen the obligation of the Contractor for performance in accordance with the contract requirements or be deemed a

defense on the part of the Contractor for infraction thereof. The Inspector is not authorized to revoke, alter, enlarge, relax, or release any of the requirements of the contract documents. Any omission or failure on the part of the Inspector to disapprove or reject any work or material shall not be construed to be an acceptance of any such defective work or material.

43. INDEMNIFICATION-Contractor shall indemnify, keep and save harmless LCPS, the School Board, its agents, officials, employees, and volunteers against all injuries, death, loss, damage, claims, patent claims, suits, liabilities, judgments, costs and expenses, (collectively "Losses") which may or otherwise accrue against LCPS in consequence of the granting of a contract or which may or otherwise result there from, if it shall be determined that the Loss was caused through negligence or omission by the Contractor or its employees, of any subcontractor of Contractor or its employees, if any, or providing goods or services through Contractor, and the Contractor shall, at his/her own expense, appear, defend and pay all charges of attorneys and all costs and other expenses arising there from or incurred in connection therewith. If any judgment shall be rendered against LCPS in any such action, the Contractor shall at his/her own expense, satisfy and discharge the same. Contractor expressly understands and agrees that any performance bond or insurance protection required by this contract, or otherwise provided by Contractor, shall in no way limit the Contractor's responsibility to indemnify, keep and save harmless and defend LCPS as herein provided.

#### 44. ETHICS IN PUBLIC CONTRACTING

(a) Each offeror shall certify, upon signing a bid or proposal, that to the best of his/her knowledge no LCPS official or employee having official responsibility for the procurement transaction, or member of his or her immediate family, has received or will receive any financial benefit of more than nominal or minimal value relating to the award of this contract. If such a benefit has been received or will be received, this fact shall be disclosed with the bid or proposal or as soon thereafter as it appears that such a benefit will be received. Failure to disclose the information prescribed above may result in suspension or debarment or rescission of the contract made, or could affect payment pursuant to the terms of the contract.

(b) Whenever there is reason to believe that benefit of the sort described in paragraph "a" has been or will be received in connection with a bid, proposal, or contract, and that the Contractor has failed to disclose such benefit or has inadequately disclosed it, LCPS, as a prerequisite to payment pursuant to the Contractor, or at any time, may require the Contractor to furnish, under oath, answers to any questions related to such possible benefit.

(c) In the event the offeror has knowledge of benefits as outlined above, this information should be submitted with its bid or proposal. If the above does not apply at time of award of contract and becomes known after inception of a contract, the offeror shall address the disclosure of such facts to: Purchasing Agent, LCPS. The relevant IFB/RFP Number (see cover sheet) should be referenced in the disclosure.

(d) By submitting their proposals, offerors certify that their proposals are made without collusion or fraud and that they have not offered or received any kickbacks or inducements

from any other offeror, supplier, manufacturer or subcontractor in connection with their offer, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.

45. COUNTY LICENSE-All firms doing business in Loudoun County are required to be licensed in accordance with the County's Business, Professional, and Occupational Licensing Tax Ordinance. Wholesale and retail merchants without a business location in Loudoun County are exempt from this requirement. Questions concerning the BPOL tax should be directed to the Office of the Commissioner of Revenue, phone: 703-777-0260.

46. REGISTERING OF CORPORATIONS-In accordance with the Code of Virginia, any foreign corporation, partnership or limited liability company transacting business in Virginia is required to secure a certificate of authority from the Virginia State Corporation Commission. Contractor shall ensure it is duly registered in Virginia.

47. COVENANT AGAINST CONTINGENT FEES-The Contractor warrants that no person or selling agent has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except bona fide employees or bona fide established commercial or selling agencies maintained by the contractor for the purpose of securing business. For violation of this warranty, LCPS shall have the right to terminate or suspend this contract without liability to LCPS, or in its discretion, to deduct from the contract price or consideration, or otherwise recover, the full amount of such commission percentage, brokerage, or contingent fee.

48. VIRGINIA FREEDOM OF INFORMATION ACT-All proceedings, records, contacts and other public records relating to procurement transactions shall be open to inspection in accordance with the Virginia Freedom of Information Act, except as provided in Virginia Code § 2.2-4342. Nothing contained in this section shall be construed to require LCPS, when procuring by "competitive negotiation" (Request for Proposal), to furnish a statement of the reasons why a particular proposal was not deemed to be the most advantageous to LCPS.

49. Notice of Required Disabilities Legislation Compliance-Loudoun County Public Schools is required to comply with state and federal disability legislation: The Rehabilitation Act of 1993, Section 504, The Americans with Disabilities Act (ADA) for 1990 Title II and The Virginians with Disabilities Act of 1990.

Specifically, Loudoun County Public Schools, may not, through its contractual and/or financial arrangements, directly or indirectly avoid compliance with Title II, of the American with Disabilities Act, Public Law 101-336, which prohibits discrimination by public entities on the basis of disability. Subtitle A protects qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all State and local governments. It extends the prohibition of discrimination in federally assisted programs established by the Rehabilitation Act of 1973 Section 504 to all activities of State and local governments, including those that do not receive Federal financial assistance and incorporates specific prohibitions of discrimination on the basis of disability in Titles I, II, and V of Americans with Disabilities Act. The Virginians with Disabilities Act of 1990 follows the Rehabilitation Act

of 1973 Section. 504.

50. THE AMERICANS WITH DISABILITIES ACT-If, due to a disability, you need assistance to enable you to participate meaningfully in this process, please contact the Purchasing Division at 571-252-1270 at least five (5) working days prior to the opening date of this offer.

51. FAITH-BASED ORGANIZATIONS-Loudoun County Public Schools does not discriminate against faith-based organizations.

52. FEDERAL IMMIGRATION LAW- The contractor does not, and shall not during the performance of the contract for goods and services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

### **CONTRACT REMEDIES**

53. APPEAL OF DETERMINATION OF NON-RESPONSIBILITY-See Loudoun County School Board Policy.

54. PROTEST OF AWARD OR DECISION TO AWARD- See Loudoun County School Board Policy.

55. CONTRACTUAL CLAIMS AND DISPUTES-Any dispute concerning a question of fact including claims for money or other relief as the result of a contract with the School Board which is not disposed of by agreement shall be declared by the Superintendent, who shall reduce his decision to writing and forward a copy thereof to the Contractor within (10) ten days. The decision of the Superintendent shall be final and conclusive unless within (10) ten days of receipt of the written decision the Contractor institutes legal action as provided in Sec. 2.2-4363 of the Code of Virginia. Contractual Claims, whether for money or other relief, shall be submitted in writing no later than sixty (60) days after final payment or as specified by the contract, whichever comes first; however, written notice of the Contractor's intention to file such a claim shall have been given at the time of the occurrence or beginning of the work upon which the claim is based. Pendency of claims shall delay payment of amounts agreed due in the final payment.

56. EXHAUSTION OF ADMINISTRATIVE REMEDIES-No offeror, potential offeror, or Contractor shall institute any legal action against LCPS until all administrative remedies available under the above paragraphs have been exhausted and until all requirements of School Board Policy, and, to the extent applicable, the Virginia Public Procurement Act, have been met.

57. INSPECTION AND REVIEW OF RECORDS-LCPS reserves the right to perform or have performed inspections and reviews of the records of the Contractor for any service contract with LCPS and to have copies made of such records. Contractor shall maintain and preserve all such records, at its own expense, during contract performance and for a period of at least three years after the contract has terminated. At LCPS request at any time during contract performance or within a period of three years after the contract has terminated, the Contractor shall promptly make all records available, at a location within the LCPS, to LCPS,

or those retained by LCPS, for inspection, review and copying.

58. COMPETITION INTENDED-Nothing herein is intended to exclude any responsible firm or in any way restrain or restrict competition. On the contrary, all responsible firms are encouraged to submit offers.

59. DEBARMENT STATUS-By submitting their offers, offerors certify that they are not currently debarred by the Commonwealth of Virginia or the federal government from submitting bids or proposals on contracts for the type of goods and/or services covered by this solicitation, nor are they an agent of any person or entity that is currently so debarred

### **HEALTH AND SAFETY**

60. DRUG FREE WORKPLACE-During the performance of the contract, the vendor agrees to (i) provide a drug-free workplace for the vendor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the vendor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the vendor that the vendor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor.

61. SAFETY AND HEALTH ISSUES-The vendor shall be responsible for meeting all Federal, State, and local codes pertaining to this contract. No contractor's employee who has been convicted of a sexually violent offense may be assigned to any work on Loudoun County Public School property.

62. MATERIAL SAFETY DATA SHEETS AND AP APPROVED INSTRUCTIONAL ITEMS-By law, Loudoun County Public Schools will not receive any materials, products, or chemicals which may be hazardous to an employee's or student's health unless accompanied by a Material Data Sheet when received. Individual schools will not receive any instructional items that are not AP approved and denoted as such.

### **NOTICE TO ALL BIDDERS**

LCPS occasionally experiences problems with vendors who, after being awarded a contract, indicate they have made an error or have some other difficulty and do not intend to honor their bid. For this reason, we want all bidders to be fully aware of the LCPS position with regard to the bidding process and the honoring of bids.

Commonwealth of Virginia statutes require that LCPS go through a prescribed bidding process on all purchases over defined dollar limits. LCPS takes the bidding process seriously, and its intent is to solicit bids that are accurate and that each bidder intends to honor. As a bidder, you are expected to submit bids that are accurate, complete, and

contain all terms and conditions which you feel are necessary. If you find changes to your bid are necessary after you have submitted it to LCPS, the following guidelines will control:

- I. Bids may be changed in any way or withdrawn any time UP TO the time of bid opening.
- II. AFTER BID OPENING, bids cannot be changed. If accepted, the bid is considered to be a binding contract that you, as the bidder, will be expected to honor. If for any reason you do not perform the contract, LCPS can be expected to take whatever action it feels is appropriate to either require performance or to recover any losses or increased costs incurred by LCPS as a result of failure to honor the bid.

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation RFQ #21 Consulting Services - Equity Coaching due on 10-19-20 at 2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |



**INITIAL REPORT**

**Systemic Equity Assessment:  
A Picture of Racial Equity  
Challenges and Opportunities in  
Loudoun County Public School District**

**PRESENTED TO:**  
**Eric Williams**  
**Superintendent of Schools**  
**Loudoun County Public Schools**

**Submitted June 6, 2019**

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## FRAMING THE ISSUE: A FOCUS ON DIVERSITY, EQUITY, AND INCLUSION

The Loudoun County Public Schools (LCPS) is committed to providing a world-class education to every student and mobilizing resources in the face of any barrier that challenges this commitment. Additionally, similar to many school systems across the country, LCPS recognizes that an important component of providing a world-class education involves addressing issues of diversity, equity, and inclusion.

While LCPS has a long history of providing educators with high quality professional development and support on instructional matters, few LCPS educators have had formal training or support on appropriately weaving social and cultural differences into the fabric of schools and classrooms. Hence, issues such as poverty, race, gender identity, and sexual orientation are perceived as not only difficult to traverse or poorly traversed, but better left untouched or ignored. Attempts by parents to discuss or by staff to conduct meaningful work in these areas usually evoke feelings of anxiety, apprehension and disbelief.

Because the struggle to address issues of diversity, equity, and inclusion is so tall, many educators tend to sidestep differences in the students and families they serve and resolve to treat all people “the same.” This is indeed a noble effort, except for the fact that how students and families experience school varies widely based on social, cultural, and racial factors. Schools’ attempts at fairness and equality within school walls are rarely noticed among student, family and community groups that perceive they have been historically and traditionally marginalized because that is not their experience on a day-to-day basis. In many ways this dilemma frames the reason that Loudoun County Public Schools initiated a partnership with The Equity Collaborative: to find and elevate the voices and stories of those whose experiences are not widely known or accepted and make recommendations for a path forward.

## EXECUTIVE SUMMARY: Preliminary Findings & Recommendations

In the spring of 2019, as part of a larger move toward addressing racial inequity, Loudoun County Public School's Superintendent Eric Williams engaged in conversation with The Equity Collaborative to gather additional data and perspectives from LCPS students, parents, and educators around issues of racial equity, to further understanding the student and family experiences based on their social, cultural, and racial factors. Superintendent Williams expressed the need to use an Equity Assessment process to begin to identify and address inequities within the division at the School Board meeting on February 12, 2019.

*"In addition to the strategic plan, more work needs to be done. The Department of Instruction has been collaborating with The Equity Collaborative, an organization with expertise in equity in education, to develop a plan for a systemic equity assessment to be conducted this spring. The equity assessment will utilize our existing quantitative district data and will involve a series of qualitative interviews and focus groups. This assessment will include in-person interviews of division leaders, teachers, students, parents, and community members. The team conducting the assessment will compile an assessment report that will inform the work of the ad hoc committee. It is important that this type of assessment is done by experts in the field rather than internal staff. It is also important that this assessment utilize our current LCPS data and collect qualitative feedback from stakeholders as well. This assessment is an essential step in developing a comprehensive equity plan that will include a clear vision and specific strategies for systemic change."*

From mid-April through the end of May, The Equity Collaborative staff conducted a series of focus group sessions and interviews at 24 schools across the division. The focus group participants provided descriptions of their experiences in classrooms, within the school as a whole, and their interactions with school leadership. They expressed their frustrations on how some racially motivated acts of intimidation have been handled, provided hopeful recommendations for improvements, and declared their commitment to fostering productive partnership with the division for county-wide success. Five salient themes emerged, informed by insights shared by focus group participants. Four primary recommendations are identified to further support LCPS in addressing pervasive inequities division-wide.

### 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.

#### **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.

## INTERVIEW AND FOCUS GROUP STRUCTURES

During the spring of 2019, from mid-April through the end of May, 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. 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. 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 this report. Below is a list of roles and groups that participated in interviews or focus groups sessions.

- Minority Student Achievement Advisory Committee
- Principal & Assistant Principal/Administrative Team Interviews
- Teacher/Staff (credentialed and certificated) Focus Groups
- African-American and Latinx Parents Focus Groups
- African-American and Latinx Teacher/Staff Focus Group
- Student Focus Groups (newcomers, Special Ed, mostly but not exclusively students of color)

The report highlights peoples' experiences across the system. It is meant to serve as a means of listening to multiple constituencies and validating those experiences. Using these qualitative assessment processes is helpful to understand the LCPS community issues and needs. The data gathered expresses motives, opinions, feelings, and relationships, in addition to the small actions, or pieces of community history or context that affect the current situation. We acknowledge the fact that experience is subjective – that it is filtered through the perceptions and world views of the people going through it. It is important to understand those perceptions and world views.

## EQUITY ASSESSMENT

Loudoun County Public Schools carry a well-deserved reputation for academic excellence. Nearly every educator interviewed was able to speak to the division’s academic achievement and stature in the greater Washington DC area. The division has made significant financial and human capital investments in instructional supports, such as implementing Project Based Learning and Personalized Learning Initiative programs, and effective communications about inclusion in Special Education services and practices. The division’s top performers can compete with students from any schools in the country and attend prestigious colleges and universities.

Yet division data and anecdotal reports show that there are academic performance and opportunity gaps between student groups as well as groups of students who feel disconnected from the school environment. Virginia’s Standards of Learning (SOL) performance measures show that division and school site academic interventions are not yet effective in sufficiently supporting the success of economically disadvantaged students, students with special needs, students of color and students with developing English.

### Poverty

LCPS staff frequently speak about the number of students living in poverty and the broad economic spectrum of families in the division. Indeed, the division does have significant achievement gaps between students who are economically disadvantaged and those who are not.

|                         | Non-ED Students | Economically Disadvantaged |
|-------------------------|-----------------|----------------------------|
| HS Graduation           | 96%             | 88%                        |
| <b>Advanced Diploma</b> | <b>72%</b>      | <b>42%</b>                 |
| <b>Standard Diploma</b> | <b>23%</b>      | <b>46%</b>                 |
| ELA Reading             | 86%             | 65%                        |
| ELA Writing             | 89%             | 72%                        |
| Math Proficiency        | 83%             | 62%                        |

Staff address the economic differences with sincere care for the impact of living in poverty and with questions about the cultural gaps between families across the economic divide. Especially at the Elementary School level, staff are very aware of the living conditions of students from the rural parts of the division whose families struggle with poverty. There is a general awareness that living in poverty can have an impact on student learning, but not much deep understanding about the impact of trauma, hunger, and other poverty-associated conditions have on the brain.

Staff, students and parents also talk quite openly about the cultural gaps between affluent and poor families. Sometimes this dialogue also acknowledges urban-rural differences. When probed about

these differences, most respondents had no sense of how to possibly bridge these cultural differences better than what the schools are already doing, such as Backpack Buddies.

### Learning Disabilities

When LCPS staff are asked about equity issues, they most frequently speak about the number of students with disabilities and current inclusion practices. The data on student achievement shows that significant achievement disparities in LCPS are between general education students and students with disabilities.

|                         | All Students | Students with Disabilities |
|-------------------------|--------------|----------------------------|
| HS Graduation           | 96%          | 94%                        |
| <b>Advanced Diploma</b> | <b>72%</b>   | <b>28%</b>                 |
| <b>Standard Diploma</b> | <b>23%</b>   | <b>67%</b>                 |
| ELA Reading             | 86%          | 59%                        |
| ELA Writing             | 89%          | 57%                        |
| Math Proficiency        | 83%          | 55%                        |

It is clear that LCPS has invested significant financial and human resources in trying to address opportunity gaps and thus the achievement disparities for students with disabilities. And while it is not a major focus of this report, there are elements of equity work that could have additional impact on this specific achievement disparity.

An emphasis on understanding how the brain works can help improve academic conditions for all students with learning differences, whether those be cultural or biological. Additionally, equity work helps to shift school culture to increase expectations for all students, and students with disabilities can gain from a belief system that expects all students to perform at high levels.

### English Learners

In continuing the conversations about equity issues, LCPS staff also frequently speak about the number of students who are English Language Learners. The data on student achievement shows that the most significant achievement disparities are in earning diplomas.

|                         | All Students | English Learners |
|-------------------------|--------------|------------------|
| HS Graduation           | 96%          | 73%              |
| <b>Advanced Diploma</b> | <b>72%</b>   | <b>21%</b>       |
| <b>Standard Diploma</b> | <b>23%</b>   | <b>52%</b>       |

|                  |     |     |
|------------------|-----|-----|
| ELA Reading      | 86% | 62% |
| ELA Writing      | 89% | 57% |
| Math Proficiency | 83% | 62% |
|                  |     |     |

## Race

Like many school divisions in the country, LCPS has significant racial opportunity gaps and thus achievement disparities. While graduation rates are close, Black/African-American and Latinx students complete Advanced Diplomas at a significantly lower rate than white students.

|                         | White      | Latinx     | Black      |
|-------------------------|------------|------------|------------|
| HS Graduation           | 98%        | 84%        | 97%        |
| <b>Advanced Diploma</b> | <b>80%</b> | <b>45%</b> | <b>57%</b> |
| <b>Standard Diploma</b> | <b>19%</b> | <b>39%</b> | <b>40%</b> |
| ELA Reading             | 90%        | 69%        | 77%        |
| ELA Writing             | 92%        | 75%        | 80%        |
| Math Proficiency        | 87%        | 65%        | 69%        |

In focus group interviews, Black/African-American students, parents and community members shared that their experience in school does not match students' academic record. As will be explored later in this report, Black/African-American students feel marginalized within the school division and do not feel that they are supported in developing a sense of cultural or academic identity, while at the same time are often performing well academically in spite of those experiences. In interviews with LCPS staff, most professionals also identified that the division does not have very many specific methods for supporting Black/African-American students.

There are, of course, other students of color in LCPS with some regions of the county having higher numbers of Latinx or East Indian (included in "Asian") students. Staff report that the division's English Language Learners are mostly newcomers, also from economically disadvantaged backgrounds.

## Summary: Student Focus Groups

### Emergent Themes: Student Focus Groups

1. Discipline policies and practices disproportionately negatively impact students of color, particularly African-American students.

2. Most English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs.
3. There are limited opportunities for Black/African-American and Muslim students to convene in a network of social and cultural support.
4. Students rarely speak with their parents about routine racial incidents experienced at school.
5. There are few school-based personnel that students trust to help navigate the complexities of race.
6. Students indicate a desire to continue and increase opportunities for interesting academic work and different approaches to learning.

The Equity Collaborative staff engaged groups of students at each of the elementary, middle and high schools visited. The groups were mostly, but not exclusively, comprised of students of color. Each group participated in structured dialogue to express their perceptions and experiences of how race unfolds in LCPS. In general, the feedback from students added a more intrinsic layer to the needs identified by MSAAC, other community members and parents of Black/African-American students. Whereas community members and parents of Black/African-American students expressed concern about the limitations to educational opportunities their students encounter, student focus group members shared how the weight of race shapes how they feel about themselves, their peers, and their school community.

Some Black/African-American students shared openly about their experiences with race in LCPS. In fact, many students were relieved that other adults were interested in what they had to say. The atmosphere in the groups could be described as having an aura of validation and affirmation - the recognition that their experiences, both positive and negative, were indeed real and authentic. Summarized below are vignettes that capture the essence of what students encounter in the racial landscape of LCPS.

### **Racial Slurs, Insults, and Hostile Learning Environment**

We live in a world where race matters. It is a social construct that shapes our identities – how we think of ourselves and how others perceive us. To some degree, we may be able to control how we view ourselves as individuals. It is exponentially more difficult to influence what others project on us because of our race. Focus group students explored the frustrations in their everyday experiences being targets of racist comments and acts of violence from both their peers and teachers. Most disturbing was a growing sense of despair among those interviewed that such racist events, large and small, are ignored and school leaders do not believe their reports of mistreatment. *“Nothing happens”* or *“It gets swept under the rug”* were common comments across the county.

Focus group participants highlighted the pervasive use of racial slurs and insults directed at students of color. Most focus group members have been on the receiving end of racial insults personally or have witnessed incidents in school or through social media platforms. Students also shared that those who hurl the insults frequently hide under the cover of humor or mockery, discounting how harshly they affect the targeted student. One example offered was *“People will ask me do you like watermelon or grapes...do you like chicken? And then laugh.”* Students continued to share that White students will deny having said the insult to avoid repercussions and to make Black/African-American students look as if they are needlessly complaining, pulling “the race card.” While insults have taken on many forms, it is shocking the extent to which students report the use of the N-word as the prevailing concern and consistently discussed among students in the school environment. Focus group participants were also very specific to say that the vast majority of the racial insults come from White students, White teachers, and White parents.

*A group of White kids [at my school] used the N-word and then denied it.*

*White kids will use it as a joke or because they think they can say it because you’re friends. They treat the word like a joke and they think its funny. I have heard teachers say things, too.*

*A kid who said something dumb – said it was OK because he had “the N-pass.”*

*The N-word gets used ALL the time here.*

*Kids are always getting on me about my skin color and my hair. They call me out my name and call me the N-word and my teacher just turns the other cheek – because they are uncomfortable – but if I say the B-word or any other word – I’m in trouble.*

*You can’t say it is disturbing you – then they’ll laugh in your face. Or they will stop and all their friends will start and make up a song of it. I have to hold myself back.*

*Maybe they should pay attention to how kids’ parents behaved. I’ve had racist remarks made to me by another kid’s parents.*

*I don’t take it as a joke, I take it personally.*

*No – that’s not OK. I don’t like it from anyone.*

Focus group students seem to understand the complexities surrounding the N-word. In some spaces it can be used as a term of endearment among students from various social and cultural backgrounds, and in other spaces, the word is used to demean and humiliate. Nonetheless, focus group students acknowledged the historical significance of the term and its problematic nature whatever space its use. As quoted above, several students expressed that they’d rather never hear it at all.

Although confronting racial insults and slurs is a part of the Black/African-American student experience in LCPS, English Learners, Latinx and Muslim students also experience insults and slurs because of their race, religion, language and culture. These students also reported the instances of being subjected to racial insults came from teachers as often as White students. And similar to the experience of Black/African-American students, they too cited the use of jokes and humor as cover for the slurs. When asked if anyone had experienced racial slurs, one student replied, “Yes. They think it’s funny, but it’s not funny.” Other students shared:

*One of my teachers told me to go back to my country. I was in shock. I was born here.*

*In middle school and there was something in a book about Arabs and the teacher said – All Arabs are terrorists. I raised my hand and said “I am Arab and I am not a terrorist.” She just stared at me.*

*The other day we had a teacher mention police – not in a mean way – to a student. Hispanic kids are dealing with immigration and deportation and for that girl, hearing “the police” means a lot to her.*

*The White kids came up with a word for Hispanic kids.*

Core Value 3 in the LCPS Vision 2020 Strategic Framework put forth from the LCPS Board of Education states that the division values “An inclusive, safe, caring, and challenging learning environment serves as the foundation for student growth.” With students hearing racial slurs and insults everyday in hallways, at recess, at lunch and in the classroom, coupled with their experience and perception of little to no repercussions for those who use such hurtful language, students are forced into a hostile learning environment that not conducive to academic success.

### **Academic Expectations**

Students were just as descriptive about how teachers respond to them in academic settings when students self-advocate for support. Students indicated that they all had at least one teacher recently who was unsupportive.

*“When we go for help, they just give you more worksheets.”*

*“If you say ‘I don’t understand that’ some of the teachers are mean and don’t want to go back over it.”*

*“We weren’t this mean to each other at my other school [in another state].”*

*“They treat us like we are super dumb - we get help on the things that we don’t need help on and don’t get help on the things that we do need help on.”*

When instruction and educational experiences were positive, however, students' faces lit up indicating they enjoyed this type of instruction and that the teacher believes in their academic ability -- "*In math she tells me – you can do it – you're smart.*" Students were eager to share about other innovative approaches that hooked them.

*Wiggle room Wednesday – we started a few weeks ago in 5<sup>th</sup> grade – we had a playlist of worksheets and things to do on your Chromebook and you had a couple of weeks to do. On wiggle room Wednesday there were no mini lessons – we just do everything on our Chromebook. We can do our work in any order, and can work with our friends, we just need to get it done by the end of the day.*

*I like the way the teachers teach this year – they are a lot more fun and do a lot of activities. Say a teacher stands there and tells you a bunch of things over and over again. Or say you do a really fun activity – like learning about acids and bases and using vinegar. Which one do you think you'll remember better for the test? The activity because it was more fun and engaging.*

### **Uneven/"Unfair" Discipline Practices**

Almost all student participants acknowledged that their school has a discipline policy, but that is often experienced as discriminatory and particularly "unfair" for Black/African-American and Latinx students. Students are very tuned in to the tone and phrasing that teachers and administrators use in the disciplinary process. They see and hear about who received which "type" of punishment, who gets suspended and who does not, and for how long.

*No, it's not fair. Skipping class, my White friend got a less punishment.*

*Some teachers don't know the difference between discipline and disrespect.*

*But some kids will get off really easy. Yesterday two White boys got in a full on fight and only got 2 – 3 day suspension. Last year 2 Hispanic girls got in a fight and the one that threw the punch got kicked out [of school].*

*Why is it that when a kid who is misbehaving and is Black – why do you hear "that kid's going to end up in jail someday" – but you don't hear that about the White kids who mess up.*

### **Recommendations**

The following recommendations were informed by information gathered from the student focus groups. The recommendations were also shaped by conversations with parents, members, and school site personnel. However, these recommendations should not be viewed as the only solutions needed to

address the challenges identified by students. It will also be important to leverage and possibly rethink existing structures and practices in LCPS to move this work forward.

**Recommendations: Student Focus Groups**

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.
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.
3. Establish student affinity groups at all levels to support the social and cultural identities of students of color. This recommendation is important because it:
  - 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.

**Summary: Parent & Community Stakeholder Focus Groups**

**Emergent Themes: Parent & Community Stakeholder Focus Groups**

1. Racial incidents occur often in and around LCPS schools, making regional and national news, and set the tone for the larger systems of racism within the division.
2. Parents fear for their children's safety and well-being at school and do not trust the division to support them.
3. Economic diversity across the County/Division complicate the discussions about race by steering the conversation away from race to focus on poverty.
4. Response to racially motivated incidents from schools and the division is slow and ineffective.
5. There is the continued need to hire racially diverse school site staff, particularly teachers, counselors, and front office staff.

As The Equity Collaborative staff interviewed parents from across all levels and areas of LCPS and members of the Minority Student Achievement Advisory Committee (MSAAC). The general feeling was distrust of the Division and the inability of Division representatives to adhere to the mission of LCPS with

its responsibility of “Empowering all students to make meaningful contributions to the world.” Theoretically, the mission situates students at the center of all the Division’s efforts. LCPS is a proud division that describes itself as having a culture/“tradition” of support, togetherness, and family. Critical to realizing this mission is an increased understanding and validation of the experience of race that is described by students or their families.

The excerpts below are from our discussion with parents and other stakeholders in May 2019. The stories that parents shared in focus groups were full of raw emotion. Although every parent did not have the same personal experience, they largely and widely agreed about a theme of significant distrust between families of color and the division. This report shares several anecdotes from parents to help readers understand the parents’ perspective. The Equity Collaborative cannot validate the specific claims of parents. The focus of this report is to elevate the voices of marginalized individuals throughout LCPS.

*“Early in the year, [there was an] incident with a student of color and with a White student who is known for getting into issues of race. They had an issue and we were involved because there was a video. The White student jumped the Black student. The Black student spoke up for themselves and was brought to the ground and hit. Kids with the video were told to delete the video and to not share it. Both students were taken to the administrator’s office. The Black parent was informed later that the Black student had a concussion that was not addressed. It was determined that both students were at fault and both were suspended. The student who did not engage in violence received the same punishment. The administration intimidated students to delete the video. The White student who initiated the fight had been previously found yelling “Make America Great Again.” He has been known to target and antagonize students of color. This White student hit a Muslim student for the Muslim student not standing for the pledge. The White student brought a knife to school. He has hit a student in the head so much his own hand broke. One student who took the video sent it to a parent before it was asked to be deleted. The Black student who was attacked did not do anything to fight back. It is the inconsistency. The administration handled the situation poorly. The White student’s parent was called in one hour. The Black student who has a concussion order, his parents were not called in 4 hours. This impacts the other students of color where they do not trust their safety with the administration. The administration did not call the SRO. The past experience with a video has administrators so afraid. There is an administrator who I don’t believe has the best interest of students of color. That student who was beat up by a White student was followed by administration. He was scared to push back. Other students of color were afraid. We are walking the line in the system in hopes that there will be change. When you have a student with a racist history, and another student of color who is an A student, you now have a distrust that we’re still trying to recuperate.”*

Another parent shared the following experience.

*“My daughter experienced a racial incident a few weeks ago. Serious enough that we contemplated contacting the NAACP. My husband was so fearful of her safety, so I followed protocol. I spoke to the teacher, got the run around for a week. Put me off, went around us, didn’t speak to us for a week. I had to call the administrator. Her group of friends have been saying hurtful things about her hair, that her eyes are so black that she looks evil. Then the kids created a sign language at school and there are videos of her friends using the sign language, the first video is about the N word. My daughter didn’t know what was going on. I waited a few days after, one administrator never spoke to me, only another administrator. “I have been very busy with other matters, not that you’re not important. I haven’t spoken to anyone outside of the school.” I had to call the parent resource center to get information about who to call. The parent resource center gave me a person to call. They already spoke to someone in central office who then spoke to the administrator. The way they were going to handle the situation, not addressing my daughter. They were going to have the students go to the counselor to create a poster of inclusion and computer safety. The new symbol is about White supremacy. They don’t take it seriously. It is extremely frustrating. Where does a parent go with this? How can I trust them?”*

Another parent shared the following experience.

*“There are guidelines on how to deal with the trauma of racism, where the child is first. Let the child be first. You’re not bad, you’re ok. When a child was called the N-word, the principal called the child a liar without the parent there.”*

Another parent shared the following experience.

*“I have personally submitted data, phone calls, meetings, about so many issues. They ‘listen’ to me just fine. Here we are again. We’re all frustrated, we all feel ignored.”*

**Recommendations: Parent & Community Stakeholder Focus Groups**

1. Define Diversity, Equity & Inclusion and include as LCPS Core Beliefs.
2. Establish parent affinity groups at all school levels in support of stronger partnerships and open communication between parents, students, and school administrators.
3. 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.
4. Provide specific social emotional support for students and families dealing with the traumatic impact of racism and discrimination.

## Summary: Educator Focus Groups & Interviews

### **Emergent Themes: Educator Focus Groups & Interviews**

1. School site staff, specifically principals and teachers, indicate a low level of racial consciousness and literacy. People are unclear and fearful on how to participate in conversations about race, let alone respond to racially charged incidents.
2. Teachers of color see and experience the LCPS hiring process as biased.
3. White teachers are resistant, resentful, or otherwise uncomfortable with conversations about race.
4. Teachers have some experiences with data, but do not fully understand how and why to analyze data to inform instruction.
5. Principals and Assistant Principals could not consistently accurately name or describe the ethnic breakdown of their school.

The Equity Collaborative staff interviewed educators from across LCPS elementary, middle and high schools, including school site administrators, custodial and office staff, parent volunteers, counselors, and teachers. The mission of LCPS situates that its responsibility is “Empowering all students to make meaningful contributions to the world,” theoretically making students at the center of all the division’s efforts. Critical to realizing this mission is ensuring that the division and its staff are responsive to and affirming of all students and their families. LCPS is a proud division that describes a culture of and a desire to provide world-class academic and extracurricular programs for students. However, in our conversations with LCPS educators, the sense of pride did not seem to extend to the understandings of how the diversity of the Loudoun community, the equity of opportunity for students, and the inclusion of concerned stakeholders can be girders for such academic excellence.

### **Race, Diversity, Equity, and Inclusion**

Diversity, equity, and inclusion are concepts that shape current education discourse. These ideas drive education programming throughout the country in areas such as school funding, research, teacher practice, and policymaking. Unpacking the meaning of diversity, equity, and inclusion in LCPS revealed a range of viewpoints that were influenced by a number of factors including job responsibility, grade span, and prior professional and personal experiences.

Teachers, counselors and principals frequently grounded these concepts in the context of Special Education. For instance, when asking teachers what comes to mind when they hear the terms diversity, equity, and inclusion, the most common answers focused on the concept of inclusion and the division’s Special Education services. Some teachers included English Learner programs and poverty, and then, after additional prompting included classroom lessons, and school functions that celebrate cultural diversity.

As shared by several teachers, *"Inclusion is primarily addressed through our Special Education program. We work hard to meet the needs of our kids no matter where they come from. We try to mainstream kids whenever possible. Everyone is trying to push for more inclusion."*

The term "diversity" was most often used in describing the general demographics of the students at school sites. And with this, at all of the 24 schools we visited, the school site staff, from the principal to teachers, could not provide accurate demographic breakdown data. In general, school staff knew the racial/ethnic and language groups at their sites, but not the numbers of each in the population. Participants across the county, educators referred to the rapid pace at which the non-White populations are growing and the anxiety that produces as educators are finding it challenging to adjust pedagogically, programmatically, and linguistically to both student need and parent engagement.

Some staff vocalized that they are not ready or do not feel the need to engage in conversations about race:

*"I don't see a problem. All the kids get along."*

*"I don't see color."*

*"I really don't have a lot time to do that work and I also teach high level classes, so I don't have those kids."*

Other staff do identify there is a problem with race relations in LCPS and are ready to embrace the diverse shift in population of students and families with statements such as *"Why are we always reactionary? Let's get in front of this by planning. This shouldn't be a surprise."* Another teacher implored the division to be more observant of the community and plan professional development based on the trends and influx of those new to Loudoun County:

*"You know [Loudoun] is growing, but the system is not prepared. They are very reactive. They are not projecting what needs to be done to prepare the division. Do you now know the diversity of the community for specific schools? Go to Walmart, Wegmans, and listen and hear the different languages to see the diversity."*

*"It would be great if there were an incentive for teachers to become bilingual. I'd like to be able to call home and talk to families myself."*

*"At least do these kids the service of saying their name properly."*

Even with these more positive attitudes toward diversity and inclusion, the vast majority of educators interviewed expressed trepidation in how to appropriately respond to racially motivated incidents. Some are afraid to lose their jobs while others would rather not engage by saying *"I don't see color."* It was not uncommon to hear LCPS educators describe the invisibility of race and the inconsequentiality of

race to their practice as school leaders and teachers, and therefore unnecessary to address specifically. Many focus group participants wanted to avoid the race topic altogether, ignoring race as the “socio” component of “socio economic status” by declaring, *“I think we should be talking about poverty not race”* and *“Why are we even doing this?”* One LCPS educator summed up the challenge with *“It is sometimes difficult to have conversations about race and it causes [White staff] discomfort.”*

What was also resounding, however, was that educators and school leaders did not fully understand what division (or school site) policies are in place, what lines of communications they should follow, or the kind of documentation they need to acquire to carry the school community through. Some participants in school communities shared experiences of extreme racially motivated acts of intimidation, including nooses hanging from trees at the entrance to the school, swastikas and the N-word carved into the snow outside of the school, and school sites being visited by members of the KKK. Educators are also unclear on what kinds of whistleblower protections are in place for students, parents and other educators who report or express concerns about such incidents. Participants indicated that it is also unclear the kind of care the victimized students and their families can expect. Messages back out to the school community that such racist behavior is not tolerated are seen as weak or intentionally delayed.

*“Be clear about policies - I was speaking to one of the students in Spanish and the teacher said, Oh – I don’t know if you can do that.”*

*“The division has not made any sort of declaration – ‘we don’t believe in White supremacy.’ Nothing like that.”*

*“I have been the victim of racism in this very building. There was a noose hanging out in a tree outside our building. It was jarring. I called safety and security and there wasn’t a quick response....”*

*“Account for the sincerity of the student [experiencing discrimination].”*

*“We do not talk to kids or teachers about use of racial slurs.”*

*“For teachers of color, there is a sense of fear of retaliation if they ‘report’ an incident or express concern about how a situation is being handled.”*

*“How isolating your job is feeling like you need to protect the students of color because no one else in the building is advocating for students of color?”*

*“There is a line – as a teacher – where I want to go up to this line and ... I don’t want to go there or I’ll get a pink slip.”*

*“When I asked for help [in supporting Black students] I was just told that’s not in our job description.”*

The seriousness about which school leaders take this issue is not clear at all levels of the organization. It is fair to say based on the interviews that some school leaders are responsive to this matter, but consequences are unpredictable and inconsistent. The Equity Collaborative staff did not observe any proactive measures used to address this serious issue in schools. Contrary to what students shared, the prevailing view among school administrators was that incidents involving the N-word, and other racial slurs, are in general isolated events that do not represent school-wide cultural norms around race.

Several staff also shared that there has been some work across the division and that it has lost momentum, meaning many educators have not had the opportunity for such professional learning. There was also conjecture that the division has an incomplete or not fully informed plan around racial equity. Aligned with LCPS’ Core Belief 1 “A culture of continuous improvement drives the fulfillment of our mission,” the division’s work with school and division leaders, does indeed have a strong framework for advocating on behalf of their students and families of color.

### **Recruitment & Hiring Practices**

LCPS educators and parents described several recent incidents of hate crimes and other racially motivated acts meant to intimidate people of color throughout Loudoun County in general that have made local and national news. In our interviews, at least 5 incidents were referenced having occurred in the past 12 months in the county alone. Also shared in conversations was data from the Virginia State Police that hate crimes have increased by 50% from 2016 to 2017. One news story opened with “A Virginia community is making headlines again for the wrong reasons. Racism, threats and threatening symbols... How is this still a problem in Loudoun County?”

Participants spoke to and connected the frequency of these incidents in the broader Loudoun community, coupled with the pervasive use of the N-word in schools and the many racially motivated incidents targeting Black/African-American, Latinx, and Muslim students, create an extremely negatively challenging work and learning environment for students and staff of color. Focus group participants acknowledged that this current state of Loudoun County, while not appealing for educators of color, is exactly the reason why more intentional and fruitful recruitment and hiring is necessary to the growth and success of LCPS students and staff.

Among school administrators, striving for diversity, equity, and inclusion in LCPS centered on structural challenges in hiring and the capacity to lead for diversity, equity, and inclusion. School leaders openly acknowledged that the demographic makeup of staff, particularly teaching staff, was not reflective of the student population. Further, educators at all levels underscored the struggle of recruiting people of color to the region. Participants in the parent and other community stakeholders focus group also recognized this dilemma. As outlined by one group member, *“Teachers and administrators will not*

*come [to this community], and why would they? They would not see themselves reflected in any of our schools. [Prospective educators] need to be able to visualize themselves in our community - identify where they fit in and how they can contribute."*

While recruiting Black/African-American educators specifically and other educators of color to LCPS may be a challenge, The Equity Collaborative staff did not come across any school leader that was not open to confronting this difficult challenge. Some offered very concrete ways to diversify their staff:

*"Diversify the interview panels. Include as many non-whites as you can."*

*"If you look at people's resumes – they have masters and doctorates. Hire them if they are Black!"*

*"Hire bilingual TA's for the front office. Easy."*

## **Recommendations**

The following recommendations were informed by insights shared by school and division leaders who participated in focus group sessions and interviews with The Equity Collaborative staff. As previously stated, these recommendations should not be viewed as all-encompassing, but representative of the type action needed to address the challenges identified by LCPS leaders. It will be important to lean on the wisdom and experience of LCPS staff should the division decide to move this work forward.

### **Recommendations: Educator Focus Groups & Interviews**

1. Produce and publish on the "Superintendent's Message" page a division-authored statement defining and condemning White supremacy, hate speech, hate crimes, and other racially motivated acts of violence.
2. Review current and/or establish clear policies with built-in accountability for addressing racially motivated acts and speech.
3. 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.
4. Develop and socialize a shared understanding of the meaning of diversity, equity, and inclusion among educators.
5. Establish a cultural responsiveness framework to inform curricular and instructional efforts across the division.
6. Review current efforts and further establish short- and long-range action plans to address challenges related to hiring for diversity, equity, and inclusion.
7. Review current and further design opportunities for LCPS educators to engage in professional learning about color consciousness and implicit bias.

## LCPS Division-Wide Efforts to Address Inequities

The following actions and programs are described below to highlight examples of how LCPS has worked to address pervasive inequities in the division. Most of the items listed here have been informed by insights shared by school and division leaders who participated in group sessions and interviews with The Equity Collaborative staff. Though not every item listed here was directly referenced in the focus groups, the actions and programs below connect to recommendations made throughout the report. It is understood that actions and programs listed may not completely achieve the equitable outcomes desired and may need to be supplemented or altered as our collective learning journey toward equity continues.

- Since 2006, LCPS has been implementing Positive Behavioral Interventions and Support (PBIS) for all students across all schools to prevent discipline issues.
- From 2007 to 2018: Designed and delivered professional learning experiences for teachers on *Teaching Cultural Awareness in Social Science; Teaching Sensitive Subjects in Social Science*.
- In summer 2016, HRTD began the implementation of *Mitigating Unconscious Bias with Equity in Hiring* training for hiring managers.
- In fall 2016, Pupil Services, HRTD, and DOI personnel created an Equity Committee whose members researched equity organizations and consultants—as well as school divisions—that have developed equity programs.
- During the 2017-2018 school year, HRTD created a Diversity Champions Network to expand recruitment and onboarding efforts to be more inclusive.
- In 2018, the Department of Pupil Services created and began providing professional learning in *Equitable Practices: Implicit Bias, Vulnerable Decision Points, and Neutralizing Routines*.
- In early 2019, Superintendent Eric Williams made public comments to denounce racism and hate language. One written statement sent to the community included the following: *“Hateful, threatening language such as this can never be tolerated in LCPS because of its harmful effect on individuals, groups, and communities. We reject this painful, racist language that encourages discrimination, hatred, and violence.”*
- In early 2019, the Department of Instruction developed a three-module *Equity in the Center* cultural competence training for all schools to participate in before or during the 2019-2020 school year. As of the date of this report, all principals, assistant principals, deans, and DOI staff have participated.
- In spring 2019, the Department of Instruction created a position and hired an Equity and Cultural Competence Specialist.
- In spring 2019, the Superintendent created a position and hired a Director of Equity in the Office of the Superintendent to lead cross-departmental efforts to promote and sustain equity.
- The LCPS School Board voted to create an ad hoc committee on equity. The ad hoc committee was created in April 2019 and is scheduled to review the draft report of the systemic equity assessment at their June 2019 meeting.

- In the 2019-2020 school year, LCPS is expanding the community school initiative from one to six schools, including making part-time parent liaisons full-time positions and hiring an additional social worker.
- Since the 2016-2017 school year, HRTD has been implementing unconscious bias training for hiring managers, including but not limited to the following:
  - FY17: Unconscious Bias Training for 522 participants
  - FY18: Hiring with Equity Training for 243 participants, Mitigating Unconscious Bias with Equity in Hiring for an additional 277 participants
  - FY19: Continuing training with a train-the-trainer model
- The HRTD department participated in the Inspire-Connect-Educate Conference-conference is focused on targeting young Black and Hispanic males in the DC metro area, in order to conduct mock interviews and make presentations on careers in LCPS.
- LCPS communicates information about recruitment and hiring events to diverse serving organizations to seek their assistance in promoting the event. The organizations include Loudoun NAACP, Asian American Chamber of Commerce, Northern Virginia Black Chamber of Commerce, Virginia Hispanic Chamber of Commerce, Loudoun County Indian Community.
- LCPS has been encouraging diverse participation in our high school Teacher Cadet course and Educators Rising club. This includes outreach intended to target diverse populations through HBCU Showcase, AVID, and CAMPUS.
- During spring 2019, the Department of Instruction formed a formal partnership with the Loudoun Freedom Center to provide professional development opportunities, field trips, and curriculum reviews to remove instances of potential bias or insensitivity.

## THE PATH FORWARD, TOGETHER

Educator Horace Mann recognized that education, beyond all other devices, is the great equalizer in society. To this day, Mann's wisdom still rings true. The work of The Equity Collaborative staff uncovered a number of community divisions that if remain unattended, limits Loudoun County Public Schools' capacity to realize Mann's wisdom for the greater Loudoun County, VA area and its stakeholders. In many ways the divisions in LCPS follow similar fault lines reflected in our current society: diversity, equity, inclusion, social class, economics, and race.

The Superintendent's remarks at the School Board Meeting on February 12, 2019 express the need for addressing inequities to promote diversity, equity, and inclusion in LCPS.

*"Closing equity gaps has been a central part of the Loudoun County Strategic Plan since soon after I arrived in Loudoun as Superintendent. Like the families and communities documented in the Edwin Washington project report, who relentlessly strove to educate their children, we, as a community working together, must never give in or give up until no inequities exist. The Strategic Plan has been the core of that effort for LCPS.*

*As Superintendent of LCPS, I am committed to dedicating the resources necessary to address issues of equity by further developing strategic actions, engaging outside expertise, and working with our families and the community. Together, we can have a lasting impact on the lives of ALL our students and truly honor and cherish the diversity that defines us."*

While the synopsis of experiences in the above report are reflective of stakeholder concerns and insights, the most important question at the center of this review is, can those on all sides of these critical issues move forward together in a community of collective action? For Loudoun County educators, this work would require leadership and an openness to hearing and affirming the stories and schooling experiences of marginalized students and their families. And a willingness to practice from a place of *action* - not only good intentions. For LCPS students, their families, and community members, this work would require a commitment to productive partnerships and a readiness to support educators to bring the LCPS community together. With the support of The Equity Collaborative staff, and other support providers, there is clearly a path forward in Loudoun County.

## APPENDIX

### Participation List

Invited participants in each school participating in the equity assessment engaged in focus group discussions facilitated by the *Equity Collaborative*. Respective groups represented in each school included following:

- 1 hour Student session (Invited Elementary: Grade 5; Middle School; Grade 8; High School: Grades 9-12)
- 1 hour Staff session (Invited Licensed and Classified staff)
- 1 hour Administrative Team session (Assistant Principals, Deans, Lead/Director of School Counseling)
- 1 hour Principal only session

The following schools participated in the Focus Group discussions:

| Elementary Schools    | Middle Schools   | High Schools      |
|-----------------------|------------------|-------------------|
| Ashburn ES            | Belmont Ridge    | Park View         |
| Belmont Station       | Brambleton       | Loudoun County HS |
| Catoctin              | J Lupton Simpson | Freedom HS        |
| Countryside           | Sterling         | Woodgrove HS      |
| Dominion Trail ES     | River Bend MS    | Broad Run HS      |
| Emerick ES            |                  | Douglass School   |
| Frederick Douglass ES |                  |                   |
| Goshen Post ES        |                  |                   |
| Guilford ES           |                  |                   |
| Legacy ES             |                  |                   |
| Meadowland ES         |                  |                   |
| Sugarland ES          |                  |                   |
| Sully ES              |                  |                   |

Parents with children attending 1 of the 24 schools above had opportunities to participate in and contribute to the discussion about equity. There were 3 opportunities for this to occur on **May 11, 2019**:

| Time             | Location              | Participating Schools   |
|------------------|-----------------------|---|
| 9:00 am-11:00 am | Sterling MS           | Countryside ES, Guilford, ES, Meadowland ES, Sugarland ES, Sully ES, River Bend MS, Sterling MS, Park View HS                     |
| 12:00 pm-2:00 pm | Frederick Douglass ES | Belmont Station ES, Catoctin ES, Emerick ES, Frederick Douglass ES, Belmont Ridge MS, Simpson MS, Loudoun County HS, Woodgrove HS |
| 3:00 pm-5:00 pm  | Goshen Post ES        | Ashburn ES, Goshen Post ES, Dominion Trail ES, Legacy ES, Brambleton MS, Broad Run HS, Freedom HS                                 |

The Equity Collaborative will also engage additional stakeholder groups in discussions related to equity.

| Date         | Time            | Stakeholder Group                                     | Location                     |
|--------------|-----------------|---|------------------------------|
| May 13, 2019 | 6:30 PM-8:30 PM | MSAAC   | 100B Administration Building |
| May 14, 2019 | 5:30PM - 7:30PM | Minority Teacher Focus Group: Black, African American | Leesburg Junction            |
| May 16, 2019 | 5:30PM - 7:30PM | Minority Teacher Focus Group: Hispanic, Latinx        | Embassy Suites Dulles North  |
|              |                 | NAACP and the Loudoun Freedom Center                  | 507 Administration Building  |

## APPENDIX

### Equity Assessment Questions: LCPS Staff

1. I want to hear a bit about you and your role in the School District. What is it like to do what you do? What's your motivation for doing it? Why here?
2. What do you feel is most important to know about this community and the Loudoun County school district?
3. How would you describe community relations in your school and the school district?
4. When you hear the terms diversity, racial equity, and inclusion, what comes to mind regarding your school and district? What has been your experience talking about and working on those issues?
5. What do you know about the data on student performance in your school and district?
6. How would you describe the history of race relations in the broader community and in the school and district?
7. Can you speak to any incidents (small or large) that could give me insight to how race is experienced in the community? In the school district?
8. Who are the people doing the best work to support students of color in your school and district? In the community?
9. Who are the major players with respect to race relations and advocacy in the community and district?
10. What would be your advice about starting racial equity work in the school district?
11. What makes you most proud about working in Loudoun County and at your school?
12. Is there anything else you would like to share that I didn't ask about?

**Equity Assessment Questions: Students**

- 1. What should we know about your school coming in from another place? About Loudoun County?**
  
- 2. What is it like to go to school here for you?**
  
- 3. What is this school known for?**
  
- 4. Talk to me about the teachers here. Who is your favorite teacher? Why? What do you think makes them a good teacher?**
  
- 5. What do you know about student performance at the school? Who tends to do well in school?**
  
- 6. What are race relations like here? Do students hang out with different kids? How often do adults at school talk about race?**
  
- 7. What more could be done to help you academically? What do you wish teachers would do differently?**
  
- 8. How is discipline in the school? Is it fair? Why or why not?**
  
- 9. Anything else you want to tell us?**

### Equity Assessment Questions: Parents

1. What is it like to be a parent of a child at your school and in the district?
  
2. What do you feel is most important to know about this community and the Loudoun County school district?
  
3. How would you describe community relations in your school and the school district?
  
4. When you hear the terms diversity, racial equity, and inclusion, what comes to mind regarding your school and district? What has been your experience talking about and working on those issues?
  
5. What do you know about the data on student performance in your school and district? Have the performance gaps been shared with you?
  
6. How would you describe the history of race relations in the broader community and in the school and district?
  
7. Can you speak to any incidents (small or large) that could give me insight to how race is experienced in the community? In the school district?
  
8. Who are the people doing the best work to support students of color in your school and district? In the community?
  
9. Who are the major players with respect to race relations and advocacy in the community and district?
  
10. What would be your advice about starting racial equity work in the school district?
  
11. What makes you most proud about being a parent in Loudoun County and at your school?
  
12. Is there anything else you would like to share that I didn't ask about?

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

## **LCPS Equity Work Across Departments**

LCPS has made intentional strides in diversity, equity and inclusion work throughout this school year. Stronger cross-departmental collaboration has occurred through our DEI work over the course of this school year. The topics listed below (as well as the graphic) represent our work in various buckets/components of an overall big picture of the categories requiring a stronger equity lens. The framework has the six components which represent specific areas of focus related to equity in LCPS, which include the following:

- Professional Learning and Coaching
- Social Emotional Learning
- Deeper Learning and Culturally Responsive Instruction
- Eliminating Disparities: Discipline and Opportunity Gaps
- Diverse Recruitment, Hiring and Retention
- Parent & Family and Community Engagement

**Deeper Learning  
& Culturally  
Responsive  
Instruction**

**Professional  
Learning &  
Coaching**



**LCPS  
Equity  
Framework**

**Diverse  
Recruitment,  
Hiring and  
Retention**

**Family &  
Community  
Engagement**

**Eliminating  
Disparities:  
Discipline &  
Opportunity Gaps**

**Multi-Tiered System  
of Support (MTSS):  
academic, behavioral,  
social emotional  
learning**

## LCPS 2019-2020 Big Picture on Equity

### Work Accomplished (by department) and Work Underway

Work Denoted in this table captures work in partnership with The Equity Collaborative

| Department  | Topic/Work  |
|---|---|
| Office of the Superintendent:<br>Chief of Staff; Director of Equity | <ul style="list-style-type: none"> <li>• Superintendent's Message; LCPS Equity Statement</li> <li>• Consult on Affinity Groups (parent and student)</li> <li>• Unpacking LCPS Equity Assessment: 5 Themes; 4 Primary Recommendations</li> <li>• Follow-through on Equity Committee School Board Resolution and common vocabulary</li> <li>• Draft of possible measurable goals for LCPS Equity Plan</li> <li>• Equity Presentation for School Board</li> <li>• Consultative support on Equity Leads Institute Launch</li> </ul> |
| Dept of Instruction   | <ul style="list-style-type: none"> <li>• Equity in the Center (provided feedback on development of modules, consult, and served as facilitators)</li> <li>• HS Student access to rigorous course recommendations for underrepresented students</li> <li>• Culturally Responsive InstructionL Framework</li> <li>• Equity Coaching/Consulting</li> </ul>   |
| Dept of Pupil Services  | <ul style="list-style-type: none"> <li>• Consultation and Consult on Affinity Groups (several sessions) to include feedback on Affinity Group Manual/Handbook</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Responding to Racial Incidents</li> <li>• SEL PD design reflection</li> <li>• Coaching/Consulting</li> </ul>   |
| HRTD  | <ul style="list-style-type: none"> <li>• Diversity Champions Recruitment Network</li> <li>• Coaching for HR equity/racial incidents guidance for staff</li> </ul>   |
| LCPS Equity Committee (formerly Ad Hoc Committee on Equity) | <ul style="list-style-type: none"> <li>• Contracted (spring 2019) to facilitate the jumpstart and monthly work of the committee meetings</li> <li>• Engage in a monthly pre-meeting planning meeting to map out short-term and long-term efforts for the committee as it relates to overall equity work and recommendations to the LCPS School Board</li> </ul> |

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| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit B - Equity Work Across Depts 2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |



## Action Plans to Combat Systemic Racism

**Present State of the Plan:** This detailed plan is designed to identify action steps and associated governance and operational 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 in March of 2020 due to the COVID-19 pandemic are identified with an asterisk. This plan identifies detailed steps associated with each action. The purpose of the plan is to ensure transparency in progress monitoring and accountability; therefore, it will be posted on the Equity webpage for the public to access. The plan is organized by action steps that include both governance and operational opportunities, goals, resources needed to accomplish each goal, and questions that are under consideration.

This document is a fluid document in which LCPS reserves the right to add or revise action steps based on progress monitoring data, current events, and climate survey data.

**Action Steps:** General actions that the LCSB and LCPS Administration will take toward combating systemic racism.

**Focus Area(s):** Each action step is categorized by a minimum of one of four areas of focus - Academic Progress, Access & Opportunity, Relationships & Culture, and Closing Gaps. These graphic symbols are provided to assist with various forms of presenting digestible information for public consumption.

**Opportunities:** A set of potential circumstances that make it possible for the LCSB and the LCPS Administration to act on the action steps set forth.

**SMART Goals and Objective(s):** Goals (the what) and objectives (the how) for each action step are part of this plan to provide a sense of directional clarity, accountability, a clear focus, and to clarify the importance of each action step. Each SMART goal and its potential associated objective(s) incorporate the criteria - SMART acronym that stands for **Specific, Measurable, Achievable, Realistic, and Timely**. Each SMART goal incorporates all of these criteria to help focus efforts and increase the chances of achieving the goal.

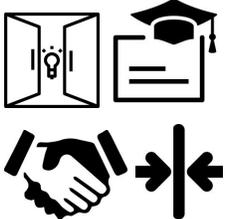
**Resources Needed to Accomplish Each Goal:** Some action steps may have a list of resources needed in order to accomplish the associated goals set forth.

**Remaining Questions under Consideration:** Each action step lists questions that are currently under consideration further supporting the notion that the document is fluid, that anti-racism work is ongoing, and that LCPS is not approaching the work from an initiative or checklist perspective.

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



The slidedeck presented to the LCSB in June 23, 2020 can be found [HERE](#)

| Action   | Focus Area(s)   | Opportunities   |
|--|---|---|
| <p>Finalize the <a href="#">comprehensive equity plan</a> to guide our work in this important area.*</p> |  | <p><b>Governance:</b> The three members of the LCSB who serve on the Committee provided 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.</p> <p><b>Operations:</b> 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 <i>Equity Community Conversation</i> and underwent additional community review and feedback as well as input from the Equity Committee of the Loudoun County School Board.</p> |

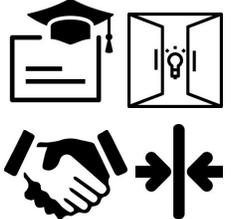
**SMART Goal and Objective:** LCPS will finalize the comprehensive equity plan under the leadership of the Director of Equity by presenting the plan aligned to the current strategic actions to the Equity Committee on July 16, 2020, incorporating the committee’s input by August 3, 2020 and presenting the final draft of the plan to the LCSB on or before its August 11, 2020 School Board meeting as an information item seeking School Board approval at its September 8, 2020 meeting. The *Comprehensive Equity Plan* is not to be confused with this plan to combat systemic racism, although both plans will complement each other.

**Needed Resources to Accomplish the Goal:**

- Designated time on the August 11 and September 8 School Board agendas for School Board review and approval;
- Resource allocation through the FY22 and beyond budget process that supports the implementation of each Equity Emphasis identified in the *Comprehensive Equity Plan*; and
- Clear communication strategies led by the Public Information Office to provide clear messaging regarding all inclusive equity efforts on an ongoing basis.

**Remaining Questions under Consideration** (see Q&A at the bottom of this document):

- What is the difference between the Equity Plan and the LCPS Action Plan to Combat Systemic Racism?
- Will both plans exist as separate documents?

| Action  | Focus Area(s)   | Opportunities   |
|---|---|---|
| <p>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.*</p> |  | <p><b>Governance:</b> The LCSB will support professional learning plans set forth by the LCPS Administration.</p> <p><b>Operations:</b> 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.</p> |

**SMART Goal and Objective:** By August 7, 2020 complete the development of a cross departmental plan of mandatory Diversity, Equity, and Inclusion (DEI) professional learning opportunities for school and division staff, including efforts related to addressing opportunity and achievement gaps, systemic oppression, and implicit bias. Mandatory training will be connected to and promote sustained supports such as:

- Regular curation and sharing of resources related to DEI
- Opportunities for ongoing conversations amongst school leaders and teachers on issues related to DEI
- Support and development of the capacity of individual offices to support the building of capacity related to DEI

LCPS staff will have access to optional DEI professional learning and be expected to participate in mandatory DEI professional learning beginning in the 2020-2021 school year.

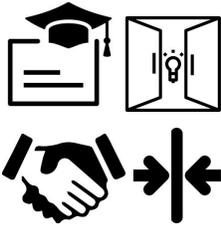
**Needed Resources to Accomplish the Goal:**

- Cross-departmental team to curate and design professional learning opportunities

- Professional development resources, including funds, texts and materials, to support mandatory professional learning across the division

**Remaining Questions under Consideration: N/A**

- What professional development will be considered mandatory, and what optional, personalized professional development will be provided?

| Action   | Focus Area(s)   | Opportunities   |
|--|---|---|
| <p>The Superintendent's Cabinet and LCSB will participate in their personal continued professional learning to build equity literacy and racial consciousness.</p> |  | <p><b>Governance:</b> The LCSB will participate in professional learning with the Superintendent and the Superintendent's Cabinet.</p> <p><b>Operations:</b> 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.</p> |

**SMART Goal and Objective:** Annually in the month of August, the LCSB and LCPS Administration will develop and participate in a mutually agreed upon professional learning plan for the upcoming school year to be facilitated by an external expert. The annual plans will be completed by May of each year and will build upon each other in order for the LCSB and LCPS Administration to build equity literacy and racial consciousness. LCPS Administration and the LCSB will also have access to a menu of professional learning sessions and resources that individuals may opt into.

**Needed Resources to Accomplish the Goal:**

- Funds to pay an external consultant to deliver the service.

**Remaining Questions under Consideration:**

- How will the LCSB and LCPS Administration develop a plan that is mutually agreed upon?
- Will there be pre and post tests to determine individual School Board members' and cabinet members' racial literacy and consciousness?
- Will there be an expectation for School Board members and Cabinet members from an accountability standpoint to exhibit equity literacy and racial consciousness through evaluations of Cabinet or a survey of the public?
- Should the professional learning plans of individual members of the School Board, the Superintendent, and the Superintendent's Cabinet be posted on the Equity webpage?

| Action   | Focus Area(s)   | Opportunities  |
|--|---|--|
| <p>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.</p> |  | <p><b>Governance:</b> 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.</p> <p><b>Operations:</b> 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 Board.</p> |

**SMART Goal and Objective:** By August 2020, LCPS Administration will refine Policy 8270 Dress Code to reflect prohibition of wearing or flying of flags, images, or symbols on LCPS property that represent racist or hateful ideology.

**Needed Resources to Accomplish the Goal:**

- Time to refine policy 8270
- Review draft and seek feedback at Discipline Committee meeting on August 19, 2020
- Schedule meeting for Equity Committee to review the draft and provide feedback in the months of August and/or September, 2020

**Remaining Questions under Consideration:**

- Students’ first amendment right.
- Determine what disciplinary measure will be extended if a student violates the policy.

| Action  | Focus Area(s)   | Opportunities  |
|---|---|--|
| <p>Finalize revisions to the Memorandum of Understanding (MOU) between LCPS and law</p> |  | <p><b>Governance:</b> Members of the LCSB may choose to participate in the <i>Equity Community Conversation</i> 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.</p> |

|               |  |  |
|---------------|--|--|
| enforcement.* |  | <p><b>Operations:</b> LCPS will partner with the Loudoun County Sheriff's Office (LCSO) and Leesburg Police Department (LPD) to resume the <i>LCPS Pathway to Equity Community Conversation Series</i> and further engage the community in the finalization of the MOU proposed revisions with a strong racial equity perspective. Stakeholders include representatives from MSAAC, SEAC, and the Equity Committee, etc.</p> |
|---------------|--|--|

**SMART Goal and Objective:** LCPS will partner with the Loudoun County Sheriff's Office (LCSO) and Leesburg Police Department (LPD) to resume staff review and finalization of edits based upon the conversations to date. Staff level work will include planning for the Equity Community Conversation Series (to be held virtually in early September 2020) and further engage the community in efforts to fully understand contemporary issues that affect the school community. 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. The revised version of the MOU will consider stronger language from a racial equity perspective. LCPS Administration will present the MOU to the School Board as an information item in September 2020 with anticipated approval by October 2020.

**Needed Resources to Accomplish the Goal:**

- N/A

**Remaining Questions under Consideration:**

- Does the MOU legally require Board approval and Chair signature?
- Should we consider a separate action step regarding training of SSOs and SROs or emphasize the plan and timeline within this action step?

| Action   | Focus Area(s)   | Opportunities   |
|--|---|---|
| Finalize the <a href="#">Protocol for Responding to Racial Slurs and Hate Speech in Schools</a> and Revise Policy 7560 |  | <p><b>Governance:</b> 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.</p> <p><b>Operations:</b> LCPS is finalizing the next iteration of a protocol for responding to</p> |

Professional Conduct.\*

racial incidents when they occur in our schools. The document, currently in draft form, was presented in the February 2020 *Pathway to Equity Community Conversation* and has undergone additional revision for input from the Equity Committee of the Loudoun County School Board on July 16, 2020. Some members of the Equity Committee offered additional feedback at the July 16 meeting which will be considered prior to finalization of the protocol. LCPS has developed revisions to the Student Rights and Responsibilities Handbook that includes 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 will be ready to present the proposed changes to Policy 7560 Professional Conduct to the Human Resources & Talent Development Committee in August.

**SMART Goal and Objective:** LCPS presented the draft *Protocol for Responding to Racial Slurs and Hate Speech in Schools* to the Equity Committee on July 16, 2020, and is in the process of considering the feedback received from the Equity Committee prior to finalizing the *Protocol*. LCPS will present the revised *Protocol* and revised associated Code of Conduct violations to school administrators at the Administrative Leadership Conference in August 2020 and post the finalized document on the LCPS Equity Overview webpage with full implementation expected to begin in the Fall of 2020.

HRTD will present a revised draft of Policy 7560 Professional Conduct to the HRTD committee of the LCSB by August 19, 2020. The committee will consider changes and forward the policy to the full School Board consideration and adoption.

**Needed Resources to Accomplish the Goal:**

- Designated time for presentation as the August 2020 Administrative Leadership Conference.

**Remaining Questions under Consideration:**

- What training should be provided to students and staff related to bias, racial and cultural insensitivity, and racial and cultural literacy?

| Action   | Focus Area(s)   | Opportunities  |
|--|---|--|
| LCPS will implement measures to reduce racial/ethnicity discipline disproportionality. |  | <p><b>Governance:</b> Individual members of the LCSB will express conceptual support for the staff actions described below related to the Student Code of Conduct.</p> <p><b>Operations:</b> 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.</p> |

**Baseline Data for 2018-19** *(Replace with alternative?)*

| Student Group | Enrollment | Suspension-In School | Suspension-Out of School |
|---------------|------------|----------------------|--------------------------|
| Asian         | 22.2%      | 10.2%                | 9.5%                     |
| Black         | 6.8%       | 11.9%                | 15.8%                    |
| Hispanic      | 17.7%      | 31.5%                | 29.7%                    |
| Other         | 0.7%       | 1.0%                 | 1.5%                     |
| Two or More   | 5.5%       | 4.9%                 | 5.6%                     |
| White         | 47.3%      | 40.4%                | 37.7%                    |

**Out of School Suspensions**

- Disproportionality difference for Black Students:  $15.8\% - 6.8\% = 9$  points
- Disproportionality difference for Hispanic Students:  $29.7\% / 17.7\% = 12$  points

**SMART Goals for 2020-21**

- Disproportionality difference for Black Students:  $13.8\% / 6.8\% = 7$  points
- Disproportionality difference for Hispanic Students:  $26.7\% / 17.7\% = 9$  points

**Alternative** (This option includes the suspension rates and risk ratios as suggested by best practices for presenting discipline data)

**Baseline Data for 2018-19**

| Student Group                    | Suspension Rate | Difference Compared to White Students | Risk Ratio to White Students |
|----------------------------------|-----------------|---------------------------------------|------------------------------|
| American Indian/Pacific Islander | 3.09%           | 2.21                                  | 3.51                         |
| Asian                            | 0.46%           | -0.42                                 | -0.52                        |
| Black                            | 2.57%           | 1.69                                  | 2.92                         |
| Hispanic                         | 1.82%           | 0.94                                  | 2.07                         |
| Two or More                      | 1.16%           | 0.28                                  | 1.32                         |
| White                            | 0.88%           | 0.00                                  | 0.00                         |

**SMART Goals for 2020-21**

- Reduce suspension rate for American-Indian/Pacific Islander students while closing the difference or disproportionality to white students by 25% (risk ratio decreases from 3.51 to 2.63)
- Reduce suspension rate for Black students while closing the difference or disproportionality to white students by 25% (risk ratio decreases from 2.92 to 2.19)
- Reduce suspension rate for Hispanic students while closing the difference or disproportionality to white students by 25% (risk ratio decreases from 2.07 to 1.55)

**Needed Resources to Accomplish the Goal:**

- Continued training and use of Reflective Considerations for Discipline for school staff to address implicit bias in discipline decisions, particularly disorderly conduct
- Ongoing use of MTSS Data Analytics Tool and Discipline Violation Reports in QLIK for monitoring and action steps throughout the school year

- Development and provision of ongoing interventions for Black and Hispanic students who are engaging in behaviors that might lead to suspensions
- Removing disorderly conduct as a violation category for suspensions, which disproportionately impacts Blacks and Hispanic students

**Remaining Questions under Consideration:**

- To what extent are we addressing the root causes for discipline disproportionality (bias, cultural insensitivity, culturally responsive and engaging instruction, etc.)?

| Action   | Focus Area(s)   | Opportunities   |
|--|---|---|
| Implement measures to increase the diversity of the applicant pool and the population of admitted students at the Academies of Loudoun.* |  | <p><b>Governance:</b> The LCSB will review draft plans as shared by LCPS Administration and, as individual members, will express conceptual support for revisions.</p> <p><b>Operations:</b> 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 are planned based on current data and recommendations from outside Counsel.</p> |

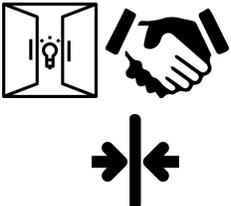
**SMART Goal and Objective:** By the start of the Fall 2020 admissions window, revise the Academies of Loudoun admissions process to minimize disparate impact of admissions criteria. Implement measures to increase the diversity of the applicant pool and the population of admitted students to the Academies of Loudoun for the fall and winter 2020 Admissions window. Add a belief statement by September 1, 2020 to the Academies of Loudoun Mission, Vision, and Belief statements reflecting the commitment to equitable access for all students. Additionally, the staff members responsible for the development, implementation, and monitoring of the recruitment and admission process would become Department of Instruction staff members, rather than Academies staff members, and would report to the Director of High School Education.

**Needed Resources to Accomplish the Goal:**

- Training for admissions panel

**Remaining Questions under Consideration:**

- How do we continue to monitor admissions criteria and impact on applicant pool and admitted students, adjusting as needed?
- Should the CogAT be implemented for the Fall 2021 admissions window in lieu of the STEM Thinking test? Is there another more appropriate assessment to measure STEM thinking skills?

| Action  | Focus Area(s)   | Opportunities   |
|---|---|---|
| <p>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.*</p> |  | <p><b>Governance:</b> The LCSB will support the LCPS Administration’s revisions to said protocols, practices, and resources for hiring managers.</p> <p><b>Operations:</b> HRTD will work with hiring managers and principals to develop and implement racially 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.</p> |

**SMART Goal and Objective:**

- By November, 2020 HRTD will analyze interview and hiring data for the summer 2020 hiring season and report results on the diversity of applicants, the diversity of candidates interviewed, the diversity of staff hired, and the diversity of interview panels.
- By January, 2021, HRTD and principals will review hiring data for each school and assist principals in developing an action plan to increase diversity in hiring.
- By January, 2021, HRTD will identify schools that need additional assistance and supervision and develop and implement remediation plans.
- By February 2021, HRTD will train all principals and assistant principals in the hiring protocols, processes, and requirements.
- Beginning in November 2020, HRTD will actively monitor and remediate schools that are not compliant with the interview and hiring processes.

**Needed Resources to Accomplish the Goal:**

- Funds and personnel to support schools in need of remediation.
- Additional personnel at local hiring events. Required attendance for all school-based administrators.

- Programming data management and applicant tracking systems to correlate reports.

**Remaining Questions under Consideration:**

- How do we seat interview panels to insure diverse representation?
- How do we diversify contacts at all steps of the hiring process?
- How diverse are our current interview panels?
- How are we going to create diverse interview panels at small schools?
- How do we extrapolate and track demographic data for candidates and interview panels?

| Action   | Focus Area(s)   | Opportunities  |
|--|---|--|
| <p>LCPS will collaborate with the Black community in Loudoun to establish an interpretive display or exhibit such as a statue honoring Black individuals who made significant contributions related to education during segregation. Locations for consideration include the Douglass School and LCPS Administration campuses.</p> |  | <p><b>Governance:</b> The LCSB will endorse the concept of the interpretive display or exhibit and, if necessary, will take action to appropriate funds.</p> <p><b>Operations:</b> 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, Loudoun County Black History Committee and the Edwin Washington Project), and others to develop a plan.</p> |

**SMART Goal and Objective:** As a part of design development for the renovation of the Douglass High School, the interpretive display exhibit will be considered as complementary to the efforts of preserving the history of the school and the community. The design team will engage the community and stakeholders in the development of concepts for the interpretive display that will address the type, location, materials and message to be conveyed through the articles of the work. Goals for the display will address the preservation of memories of black community history and hopes for the future. Additionally, the work will serve as a memorial to african american ancestors who worked tirelessly and sacrificed so that members of the community might have better opportunities in the future. Concepts from the design team will be shared with the community and school board for consensus in the September 2020 to October 2020 time frame .

**Needed Resources to Accomplish the Goal:**

- Supplemental funding may be required depending upon the scope and costs

**Questions under Consideration:**

- Will other locations be considered for similar displays?
- Who will be included in the final approval for the effort?

| Action  | Focus Area(s)   | Opportunities   |
|---|---|---|
| <p>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.</p> |  | <p><b>Governance:</b> 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.</p> <p><b>Operations:</b> 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.</p> |

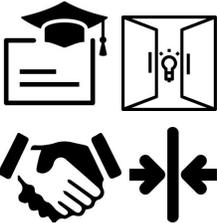
**SMART Goal and Objective:** As a vehicle for increasing racial consciousness; a welcoming and affirming school system for Staff of Color, during the school year LCPS Superintendent, Cabinet, and LCSB members who serve on the Equity Committee will host a minimum of two “listen and learn” sessions for Staff of Color.

**Needed Resources to Accomplish the Goal:**

- Some shared foundational knowledge (for LCSB and Cabinet) on (safe and brave spaces, centering, etc.) will need to be established in order for true “listening” to occur in these sessions. This could link to the Professional Learning goal/action step for LCSB and Cabinet
  - Me and White Supremacy by Layla Saad
  - The Listening Leader: Creating the Conditions for Equitable School Transformation by Shane Safir
  - How to be an AntiRacist by Ibram X. Kendi
- The Racial Healing Handbook by Anneliese Singh - Resource with some discussion prompts for “listen and learn” sessions
- Will need to develop some norms of collaboration and working agreements for creating space to share

**Remaining Questions under Consideration:**

- Who will facilitate these sessions?
- What is the participation option for a non-Person of Color (who desires to serve as allies) to engage in these sessions?
- Should LCPS consider an external facilitator?

| Action   | Focus Area(s)   | Opportunities   |
|--|---|---|
| LCPS will develop and implement a culturally responsive instructional framework and explore the possibility of a legislative action item regarding culturally responsive instruction |  | <p><b>Governance:</b> 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.</p> <p><b>Operations:</b> LCPS Administration will collaboratively develop and implement a culturally responsive instructional framework based on three principles: welcoming, inclusive &amp; affirming environment, inclusive curriculum &amp; assessment, and engagement and challenge through deeper learning. LCPS Administration will</p> |

|   |  |   |
|---|--|---|
| as part of the 2020 legislative program.* |  | <p>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.</p> <p>LCPS Administration will also explore the possibility of a legislative action item regarding culturally responsive instruction as part of the 2020 legislative program.</p> |
|---|--|---|

**SMART Goal and Objective:** The Culturally Responsive Instructional Framework will be completed by October 2020 following feedback and input from internal and external stakeholders.

**Needed Resources to Accomplish the Goal:**

- Access to agenda for Equity Committee, MSAAC, and other meeting structures
- ALT input session for Principals
- Student Voice
- Staff from cross departmental team including ECR office in DOI

**Remaining Questions under Consideration:**

- How will mandatory DEI professional learning connect to the framework?

| Action   | Focus Area(s)  | Opportunities   |
|--|--|---|
| LCSB will consider the potential renaming of the Loudoun County High School mascot, the Raiders. |  | <p><b>Governance:</b> 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.</p> <p><b>Operations:</b> 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 the summer of 2020 In alignment with Board action to change the name of the LCHS</p> |

|  |  |  |
|--|--|--|
|  |  | <p>mascot, the school principal with support from division administration will implement a process to engage the LCHS community in selecting a new mascot for the high school. LCPS Administration will work with school administration to review needs in order to set forth budget recommendations for the School Board's support.</p> |
|--|--|--|

**SMART Goal and Objective:** During the summer of 2020, the Loudoun County High School leadership, with support from LCPS Senior Leadership, will engage the LCHS community in a collaborative and public process to select a new mascot to replace the Loudoun County Raiders. During the 2020-2021 school year and once a mascot is selected, LCPS Departments of Support Services, Business & Finance, and Instruction will work with LCHS leadership to identify and replace all references to the LCHS Raiders with the new mascot.

**Needed Resources to Accomplish the Goal:**

- Funds to support the removal and replacement of the Raiders word and emblem from physical LCHS property, spirit wear, uniforms, etc.

**Remaining Questions under Consideration:**

- Timing for removal of Raiders mascot throughout building and on campus?

| <b>Action</b>   | <b>Focus Area(s)</b>   | <b>Opportunities</b>   |
|---|--|--|
| <p>LCPS will maintain a list of resources for the consumption of the broader LCPS community on the <a href="#">LCPS Equity webpage</a>.</p> |  | <p><b>Governance:</b> The LCSB will support the concept of offering resources regarding racial literacy and consciousness with the LCPS community.</p> <p><b>Operations:</b> 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 <a href="#">Racial Equity Tools</a>, and internal resources to maintain the list.</p> |

**SMART Goal and Objective:** Beginning summer of 2020, LCPS Directors of Equity and Communication and Community Engagement will collaborate to review, publish, and maintain resources to be posted to the LCPS Equity webpage. Resources will be reviewed and posted at least quarterly for public consumption.

**Needed Resources to Accomplish the Goal:**

- N/A

**Remaining Questions under Consideration:**

- Do we want to consider a process to allow internal and external partners to submit resources for review and posting?

| Action  | Focus Area(s)   | Opportunities   |
|---|---|---|
| <p>LCPS will collect qualitative data regarding racial incidents to amplify student voices.</p> |  | <p><b>Governance:</b> The LCSB will support the concept of LCPS staff amplifying student voices regarding racial incidents they have experienced in school.</p> <p><b>Operations:</b> 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.” The information 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 <a href="#">Protocol for Responding to Racial Slurs and Hate Speech in Schools</a>. 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.</p> |

**SMART Goal and Objective:** Beginning Fall of 2020, LCPS will create opportunities to listen to student stories and collect anonymous student stories/experiences regarding issues of racism, injustice and inequity. Stories and experiences will be reviewed and shared by the Supervisor of Equity and LCPS student leaders of Color during regularly occurring student *Share, Speak-up, Speak-out* meetings via virtual platform or in-person. These opportunities will be used to amplify the voice(s) of Students of Color. An electronic form will be used to anonymously collect student stories and to ascertain whether or not the student would like their account of the issue investigated and/or if they would like to speak with a member of a LCPS United Mental Health Team for support.

**Needed Resources to Accomplish the Goal:**

- Leverage support of Equity Leads to support this affinity space for Students of Color
- Professional learning, resources and protocols (for staff) to facilitate sharing and creating safe and brave spaces for students

**Remaining Questions under Consideration:**

- What will be the process for selecting Students of Color to serve in this way?
  - How often will the student group meet with the Supervisor of Equity and other division leaders?
  - Should LCPS Administration use Restorative Practices to repair harm and amplify student voices during the Share, Speak-up, Speak-out meetings?
- How can we create a Student Leaders of Color (i.e. student equity ambassador) network division-wide with student representatives at schools and bring those students together as a means to amplify student voices? This allows for an opportunity to build forward motion in using student voice in the following ways:
  - PBL experiences & Deeper Learning focus - solving an authentic problem
  - Social-Justice lens to develop greater awareness and build student empathy, leadership and advocacy skills
- How can LCPS use strengths-based Social Emotional Learning (SEL) and mental health approaches to support individuals and school communities??
- In what ways can school teams use the CASEL resources through an equity lens as part of a systemic division wide effort to promote SEL and equity to further support the development of communal values and positive ethnic-racial identity; particularly for students whose cultures and racial-ethnic groups are historically marginalized?
- What other actions can be implemented to help minimize the negative impacts of internalized, interpersonal, and institutional oppression and provide ways for students and staff to constructively and collectively respond to injustices?
- What can LCPS do to promote the timely reporting of concerns so that school administrators may apply the existing protocol and involve qualified members of UMHT or other mental health professionals?

| Action   | Focus Area(s)   | Opportunities  |
|--|---|--|
| <p>LCPS will formally apologize for the history of operating segregated schools.</p> |  | <p><b>Governance:</b> The LCSB and the LCPS Administration will jointly extend a formal apology for the history of operating segregated schools. The LCSB will direct the Superintendent to reach out to the County Administrator to invite the Board of Supervisors to join the school division in issuing the apology.</p> <p><b>Operations:</b> LCPS Administration will develop a formal statement of apology for the history of operating segregated schools.</p> |

**SMART Goal and Objective:** On Friday, August 28, 2020, the 57th anniversary of the March on Washington and Dr. Martin Luther King, Jr.'s "I Have a Dream Speech", the LCPS Public Information Office will issue a media release announcing the intent of the LCSB and Superintendent to extend a formal written statement of apology for the history of operating segregated schools. The letter will acknowledge and apologize for the fact that Loudoun was one of the last school systems in the nation to desegregate its schools, three years after Dr. King's speech and 14 years after the U.S. Supreme Court's Brown vs. Board of Education ruling that declared separate public schools based on race to be unconstitutional. The letter will also be inclusive of an apology for the LCSB's agreement to build a new high school for Students of Color that met standards of accreditation and provide school bus transportation throughout the County in exchange for the eight acres of land (the Black community purchased in 1939 for \$4,000), which the Black community sold to the LCSB for \$1 to build the high school. LCPS will seek input from MSAAC, NAACP, Friends of Thomas Balch Library, Edwin Washington Project, Black History Committee - Friends of Thomas Balch Library, and Loudoun Douglass School Alumni Association on additional topics to be addressed in the apology letter. The apology letter and a video that displays the purpose of the apology with snippets of interviews of members of the Black community of LCPS expressing what it means for LCPS to be apologizing and what some of the action steps to combat systemic racism mean from their point of view will be released in mid-September.

**Needed Resources to Accomplish the Goal:**

- Support from the LCSB of the concept of a written apology at the August 11, 2020 School Board meeting.

**Remaining Questions under Consideration:**

- N/A

## Q&A

**Q:** What is the difference between the Comprehensive Equity Plan and the LCPS Action Plan to Combat Systemic Racism?

**A:** [The Comprehensive Equity Plan](#) will have goals to denote specific work underway and future work as it relates to Diversity, Equity, and Inclusion for the division. It is a multi-year outlook with goals and action steps to show our deliberate intentionality toward eradicating inequities across the division. The Equity Framework at the outset of the Comprehensive Equity Plan's goals display the various components to be addressed in the plan. Focus areas from three different departments (HRTD, DOI, and DPS) are outlined in the plan in alignment with Strategic Goals from the Vision 20/20 Strategic Action Plan along with the pairing of an Equity Emphasis area. Recent quantitative data (discipline disproportionality, course enrollment, etc.) as well as qualitative data from the LCPS Systemic Equity Assessment served as a foundation for the types of goals and areas of focus to be outlined by the Comprehensive Equity Plan. The five emergent themes from the LCPS Systemic Equity Assessment revealed foundational information related to unconscious bias and the discomfort of staff on conversations about race and racism. The themes and recommendations included in the assessment suggested the need for a well-organized professional learning series to deepen equity literacy and racial consciousness to better support traditionally underserved students in having a positive school experience, with equitable outcomes.

Although the Comprehensive Equity Plan is intended to address inequities by taking a preventative as well as a responsive approach, the Action Plan to Combat Systemic Racism has a laser focus on systemic racism, oppression, and the need for the disruption and dismantling of ineffective systems (referenced in the Superintendent's Division-wide Equity Statement issued August 19, 2019) in particular, which fail to serve every student. The reiteration here is that even with a forward-facing multi-year strategy for improving equitable outcomes through a Comprehensive Equity Plan, none of the goals or actions outlined in the plan can fully come to fruition without recognizing where true interruptions in our current practices and even policies need to occur as foundational work to truly move the needle in combating systemic racism.

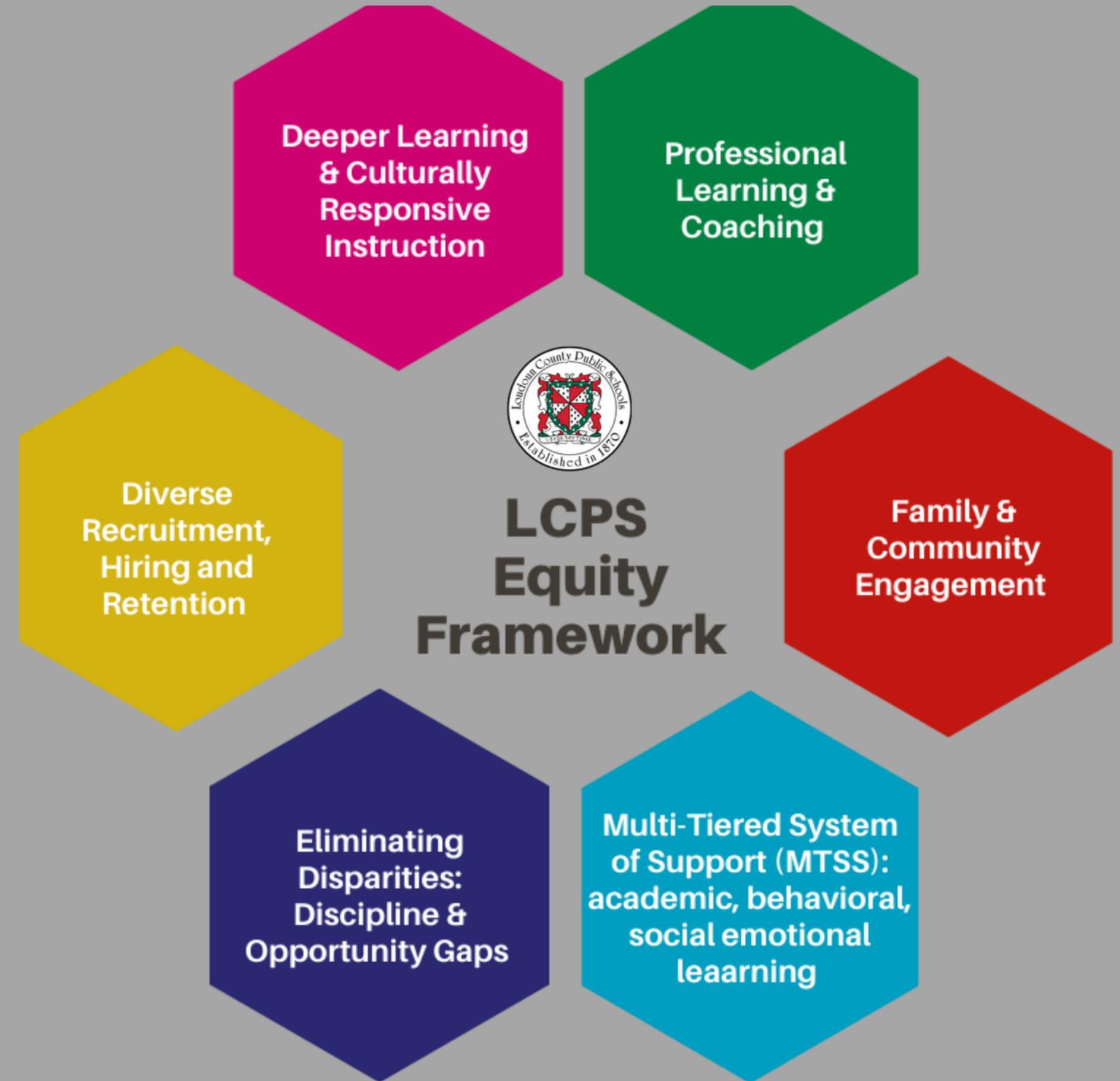
**Q:** Will both exist as separate documents?

**A:** At this point, these documents are in stand-alone format to give them both the individualized attention needed to address equity comprehensively and systemic racism specifically. In this work, which is more adaptive and less technical in nature, it is important that we place these documents at the center of our work to allow for the necessary and sometimes uncomfortable conversations; and bold action steps that foster transparency and accountability. Internal and external stakeholders may need time to review and process the nature of both plans and the implications for the LCPS and the broader community. In the future, the Action Plan to Combat Systemic Racism *may* be embedded (linked) into the Comprehensive Equity Plan, as part of the action steps listed beneath specific goals throughout the Comprehensive Equity Plan.

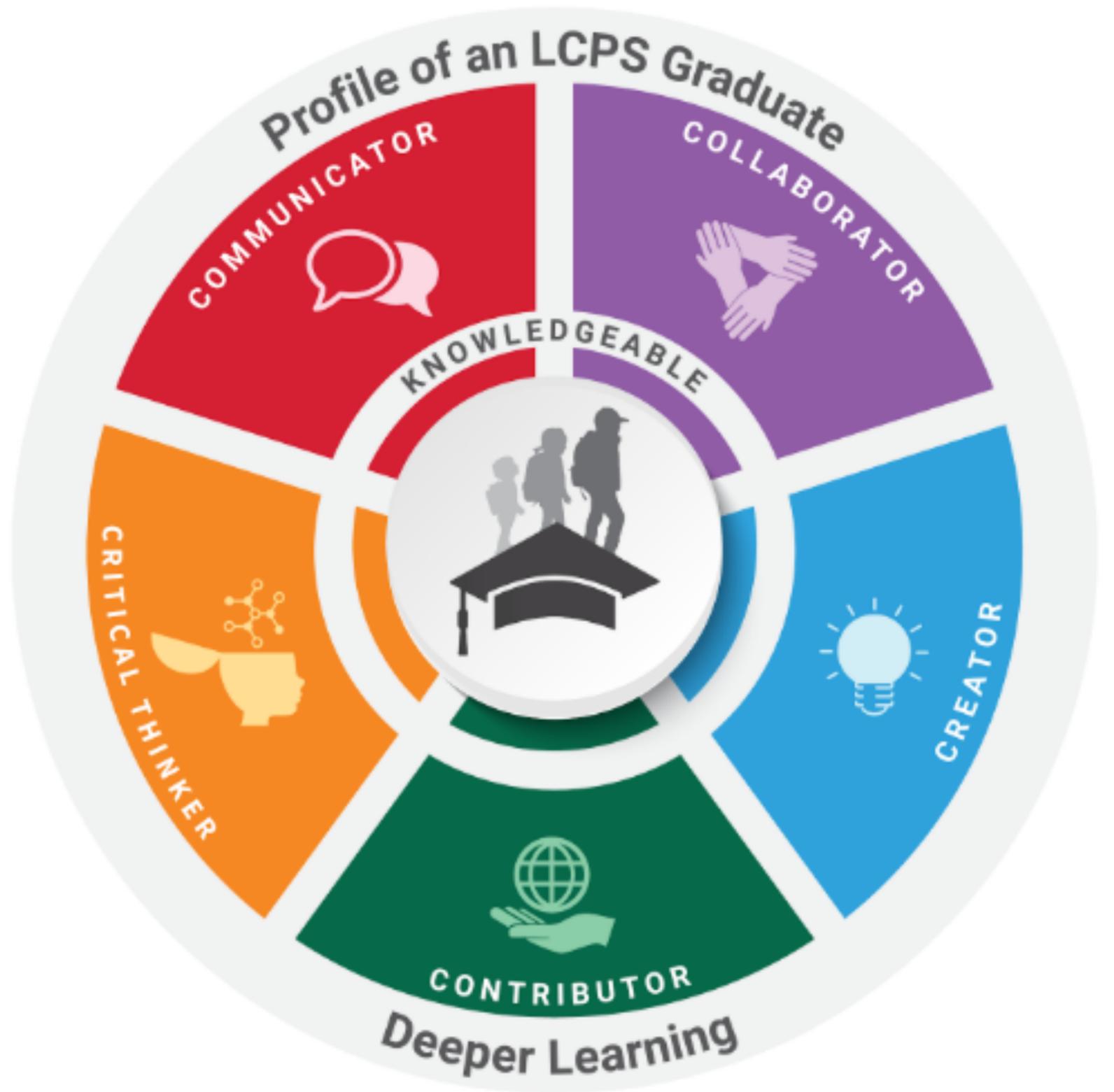
| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit C - Detailed Plan to Combat Systemic Racism August 2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

# LCPS Comprehensive Equity Plan

Revised September 2020



# LCPS Profile of a Graduate



## **LCPS Core Beliefs**

- A culture of continuous improvement drives the fulfillment of our mission
- Strong partnerships with families and our community enhance our excellence
- An inclusive, safe, caring, and challenging learning environment serves as the foundation for student growth
- Transparency and good stewardship of resources strengthen public trust and support

## **Why a Comprehensive Equity Plan?**

In addition to the LCPS Core Beliefs, developing and implementing an equity plan will communicate the following commitments about LCPS as a division serious about ensuring the following:

- we collaborate and engage families and community stakeholders to ensure student growth and success for every child
- a culturally-responsive, supportive environment for welcoming, identity-affirming, inclusive, and safe teaching and learning space for every student and adult
- we are utilizing strategies to eliminate opportunity gaps
- there is improvement in programming to leverage greater access, opportunity, and outcome data for students
- our teachers and staff engage in continuous professional learning and coaching on Diversity, Equity, Inclusion and Justice work

## LCPS Equity Impact Statement:

In addition to ensuring a racially-conscious, identity-affirming, and culturally responsive learning space for every student and employee, Loudoun County Public Schools is committed to decreasing disparities, increasing opportunities and participation outcomes for rigorous learning, dismantling barriers and interrupting the status quo for the development of stronger equitable practices. A diverse, inclusive, equitable, and socially-just teaching and learning community is a priority in LCPS.

# LCPS Systemic Equity Assessment by the Equity Collaborative

**Systemic Equity Assessment Recommendations** : A division-wide equity assessment was commissioned by the Superintendent in the spring of 2019. The purpose of the assessment was to identify key areas of strength and areas for improvement and further development regarding equitable practices in LCPS.

During the spring of 2019, from mid-April through the end of May, 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**. Elementary, middle and high school students, staff, parents and administrators at least an hour each. Questions asked were used as prompts for deeper discussion. 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 report entitled the LCPS Systemic Equity Assessment. Below is a list of the five emergent themes and four primary recommendations of the systemic equity assessment.

## Five Emergent Themes of the Systemic Equity Assessment

- 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.
- Educator focus groups indicated a desire to recruit and hire diverse school staff that reflect student racial and language backgrounds.
- 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.
- Discipline policies and practices disproportionately negatively impact students of color, particularly Black/African-American students.
- Many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.

## Four Primary Recommendations

- 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).
- 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.
- 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.
- Revise the current/establish a short- and long-range action plan to address challenges related to **hiring for diversity, equity, and inclusion**.

## 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.

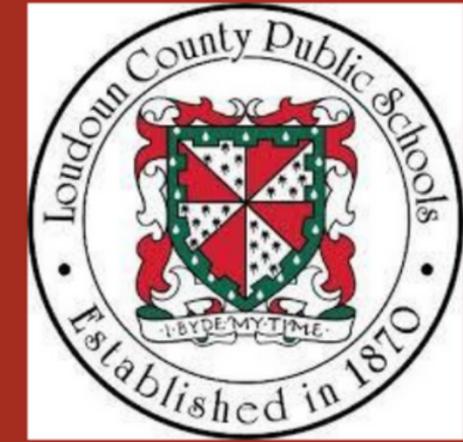
***LCPS calls for*** all students, staff, families, and other members of our community to engage in the disruption and dismantling of white supremacy, systemic racism, and hateful language and actions based on race, religion, country of origin, gender identity, sexual orientation, and/or ability. LCPS 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.

# COMMON LANGUAGE

What is it?

What does it look like ?



**D**iversity  
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

**E**quity  
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 resources throughout the county
- Eliminating discipline disparities
- EDGE in every school
- AOS enrollment reflects the community demographic

**I**nclusion  
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
- Special needs programming
- Outreach strategy and program to reach EL students
- Increased/easier access to resources (SPED, MD, etc.)

Representation

Shared Power

Participation

# Comprehensive Equity Plan Development

- **Initial development of the Comprehensive Equity Plan** came from a combination of qualitative data from the Systemic Equity Assessment and corresponding recommendations, recommendations from the Equity Committee submitted to the LCSB in December 2019, quantitative data, climate survey, and a root cause analysis revealing opportunity gaps, disproportionality and disparities among racially marginalized, underserved, and underrepresented group.
- **The Equity Committee**, initially named the Ad Hoc Committee on Equity, was formed in April 2019, with an original task of submitting recommendations for equity-focused solutions to the School Board by December 2019. The committee was extended in December 2019 and is still actively working to address inequities in LCPS. The committee's charge is creating a Culturally Responsive School System. Some of themes and areas identified by the committee for growth, improvement or further development were also used as data for goal development for the Comprehensive Equity Plan.
- **Input and feedback have been provided throughout this iterative process** including the following opportunities: February 20, 2020 - Pathway to Equity Community Conversation; internal leadership stakeholder cross-departmental group meetings; and during two summer meetings of the Equity Committee held in June and July 2020

# Desired Outcomes

Build upon existing LCPS Strategic Goals and infuse stronger equitable practices into our work across the school system to:

- Create a culturally-responsive school division, meeting the needs of every learner
- Design an emotionally-safe, identify-affirming learning space for every child and adult
- Build a diverse employee workforce that is focused on ensuring every student meets with success
- Develop and utilize an Equity Lead Network for the professional learning and support of Equity Leads in leveraging equitable outcomes across the school division

**EQUITY-CENTERED LEADERSHIP  
ACROSS DEPARTMENTS  
THROUGHOUT LCPS**

- **A cross-departmental leadership approach is used to ensure equity is at the core of decision-making and strategic planning for successful student outcomes**
- **Intentionality in equity requires a high level of collaborative leadership, which means responsibility for the work spans beyond those with equity found exclusively in their job title.**
- **The list below shows examples of leaders who collaborate across departments to ensure opportunities and access are afforded to every student.**

**Equity Specialist**

**EDGE Coordinator**

**Level & Departmental Directors**

**Professional Learning Supervisors**

**Content Supervisors & Specialists**

**Recruitment Supervisor**

**Supervisor of Equity, Compliance and Respectful Workplace**

**Family and Community Engagement Coordinator**

**Supervisor of Research**

**Supervisor of Multi-tiered Systems of Support**

**Supervisor of Counseling**

**Student Support Services Supervisor**

**OFFICE OF SUPERINTENDENT**  
*DIRECTOR*  
*OF*  
*EQUITY*

**SUPERVISOR**  
**OF**  
**EQUITY**

**COLLABORATING WITH  
STAKEHOLDERS**  
**GUIDANCE FOR PRINCIPALS &  
EQUITY LEADS**

**COLLABORATES WITH  
SUPERVISOR OF EQUITY AND  
CULTURALLY RESPONSIVE  
INSTRUCTION**

DEPARTMENT OF INSTRUCTION  
*DIRECTOR*  
*OF*  
*TEACHING & LEARNING*

**SUPERVISOR  
OF EQUITY AND  
CULTURALLY RESPONSIVE  
INSTRUCTION**

COLLABORATES WITH  
PROFESSIONAL LEARNING AND  
CONTENT SUPERVISORS  
EQUITY SPECIALIST

COLLABORATES WITH  
SUPERVISOR OF EQUITY

## Frequently Referenced Educational Terms

**CRF: Culturally Responsive Framework:** creates and guides support of student-centered learning environments with a critical focus on culturally and linguistically diverse students that have been marginalized. Three areas of the framework: 1. Welcoming, Inclusive and Affirming Environment, 2. Inclusive Curriculum and Assessment, and 3. Engagement and Challenges through Deeper Learning.

**Deeper Learning:** the process through which the learner becomes capable of applying what is learned in one situation to new situations (National Research Council 2012). The heart of this process is engaging students in solving authentic challenging problems.

**MTSS: Multi-Tiered System of Supports:** academic, behavioral, and social-emotional learning.

**Equity Team:** ensures school is a welcoming, identity-affirming learning space; designed to continuously review instructional practices to reduce disparities among marginalized students; provide input and feedback on the implementation of school-wide culturally responsive practices.

**Equity Lead:** A teacher leader or mental health leader who works 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.

**Equity Literacy:** The skills and dispositions that allow us to create and sustain equitable and just learning environments for all families and students. [tolerance.org](https://www.tolerance.org/)

**Racial Consciousness:** The awareness of race and how it can influence our actions, thinking, and beliefs.

## Frequently Referenced Educational Terms

**Standards of Learning (SOL):** SOL tests in reading, writing, mathematics, science and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement

**PLC: Professional Learning Community:** a network which provides a focus on the following to drive schoolwide teaching and learning: 1. a focus on collaboration, 2. focus on learning and strategies and 3. a focus on results.

**CLT: Collaborative Learning Team** is a separate departmental, grade level, subject matter teams which are the smaller groups which make up the school-wide PLC. The team is comprised of licensed staff and school administrators who meet regularly to review data, design assessment and/or learning outcomes, and review data to inform instructional and social-emotional practices.

**MTSS: Multi-Tiered Systems of Supports:** academic, behavioral, and social-emotional learning.

LCPS is committed to closing opportunity gaps by increasing access to high-quality after-school STEM enrichment programs. Funding for the PROPEL and LEVEL UP programs has been increased so that more students are prepared for academically rigorous coursework in middle and high school.

**PROPEL** (Providing Rich Opportunities Plus Enrichment Learning) focuses on 4th and 5th grade students in Title I or Title I eligible elementary schools.

**Level Up** for middle school students was added in 2018 with programming for 6th graders. The curriculum includes engaging tasks that are designed to build computational and analytical thinking skills within the context of intensive, long-term STEM investigations.

**EDGE:** Empowering Diversity in Gifted Education The EDGE program is designed to nurture and challenge students with gifted potential from historically underrepresented populations.



# LCPS Strategic Goal 1:

Develop knowledgeable, critical thinkers, communicators, collaborators, creators, and contributors

## EQUITY EMPHASIS:

Create access pathways of rigorous learning opportunities for students of color and underserved populations.

**=EQUITY GOAL (PER YEAR)**

### 2020-2021

### 2021-2022

### 2022-2023

- Implement a Culturally Responsive Framework (CRF) to inform all instructional practices in every LCPS school.
- By Winter 2020, design CRF professional learning opportunities for teachers focused on 3 areas of implementation: 1. Welcoming, Affirming Environment, Inclusive Curriculum and Assessment, and 3. Engaging in Deeper Learning.
- By Spring 2021 increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

- By 2022 school CLT structures will demonstrate shift in Deeper Learning and CRF through increase use of feedback loop structures and student learning partnerships.
- LCPS will close the gap in SOL pass rates between Black and Latino/a/x students and White students by 10% (ex: passing rates of 90% and 70% is a 20% difference which will close the gap by 2%).
- Increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

- By 2022, schools will have adopted the use of student learning portfolios and increased use of performance-based assessment as culturally-responsive indicators of student strengths.
- Increase the enrollment in EDGE, Propel and Level-Up programs by 10% and expand access to schools with the highest enrollment of groups that are underrepresented in the LCPS Gifted Program.

#### ACTION STEPS

- As part of their professional learning series, equip and empower school-based Equity Leads to provide support related to the implementation of CRF and culturally responsive instruction.
- Establish look-fors that reflect the CRF
- Utilize CLT, data dialogue, and teacher professional learning sessions to create access to opportunities for underrepresented student populations, in gifted programming.

#### ACTION STEPS

- Division-wide use of Hammond's book , **Culturally Responsive Teaching and the Brain**, to create feedback and learning partnership structures.
- Utilize CLT, data dialogue, and teacher professional learning sessions to create access to opportunities for underrepresented student populations.

#### ACTION STEPS

- Use Collaborative Learning Team (CLT) and data to create performance assessment and learning portfolio assessment options for students.
- Develop look-fors and implement structures for the underserved , non-traditional gifted students.



# LCPS Strategic Goal 2:

Recruitment and retention of a high performing, diverse workforce.

## EQUITY EMPHASIS

*Identify, attract, and retain diverse faculty and staff*

**=EQUITY GOAL (PER YEAR)**

### 2020-2021

### 2021-2022

### 2022-2023

- Develop and refine systems to recruit staff representing a broad range of diverse identities.
- By October 2020, 100% of new teachers will engage in on-boarding training sessions on equity, history of racism; mitigating bias, and the need for creating a safe, inclusive, and affirming learning space for every student.
- By Spring 2021, increase participation for Students of Color in the LCPS Teacher Cadet program to build a more racially diverse "Grow your Own" teacher program.

- Develop networks with teacher preparation programs at colleges and universities. By Spring 2022, build a network of junior college students Teachers of Color as prospective teachers for the following year.
- Increase intentionality in the recruitment of a diverse workforce, including robust outreach to, and partnerships with, Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions (MSIs), and messaging that will appeal to a diverse audience.

- Embed student voice in recruitment efforts for teachers and Staff of Color.
- Leverage the Diversity Champions Recruitment Network (DCRN) and other groups to amplify the need for increased diversity to be reflected in all licensed staff positions. The Human Resources and Talent Development (HRTD) Department created a Diversity Champions Recruitment Network to expand recruitment and onboarding efforts to be more inclusive.

#### ACTION STEPS

- Utilize a needs assessment for school specific needs and embed a focus on diverse hiring in school improvement goals and plan.
- Develop onboarding action steps (including mid-year surveys) to support the development of racial literacy and awareness.
- Engage Students of Color in interest meetings about Teacher Cadet programming.

#### ACTION STEPS

- Establish partnerships with HBCUs and MSIs to create a college to career pipeline for aspiring Teachers of Color.
- Utilize teachers in the DCRN for recruitment efforts.
- Maximize social media outlets for marketing and recruitment efforts.

#### ACTION STEPS

- Utilize student voice in marketing and messaging (virtually and in-person) the need for more Teachers of Color.
- Evaluate effectiveness (three year period) of recruitment and retention through surveys and focus groups. Use that data to change practices and recruitment actions for Staff of Color.



# LCPS Strategic Goal 2:

## Recruitment and retention of a high performing, diverse workforce.

### EQUITY EMPHASIS

*Retention of Diverse Workforce: Cultivate Equity Literacy Through Professional Learning and Coaching*

**=EQUITY GOAL (PER YEAR)**

#### 2020-2021

- Fall 2020, licensed staff will continue to build equity literacy and racial consciousness through Equity in the Center virtual professional learning modules.
- By May 2021, train classified staff on training sessions on equity, history of racism; mitigating bias, and the need for creating a safe, inclusive, and affirming learning space for every student.
- Winter 2020, begin to identify and differentiate professional learning opportunities to further equity literacy development for staff across the division. (ie. Equity Lead and Equity Team development, coaching for culturally responsive teacher development, student driven culturally responsive teaching strategies, etc.)

#### ACTION STEPS

- Continue Equity in the Center and other DEI modules to develop equity literacy.
- Review and research differentiated opportunities for professional learning for all employees.
- Create and use a standardized LCPS survey to assess equity literacy development as a result of professional learning.

#### 2021-2022

- Fall 2021, Equity Lead and the Equity Team in schools across the division have created a productive, cohesive Equity Leads Team with designated leader(s), explicit norms of behavior and communication to the greater school community. Level of progress determined by a rubric on equity development.
- Winter 2021, Equity Leads and Principals are able to articulate plans and purposes for culturally responsive classroom observations, including the process and frequency for providing teachers with feedback on instructional practice.
- Spring 2022, 100% of principals across the division will have experienced 2 coaching sessions to develop an equity-lens in order to inform their leadership.

#### ACTION STEPS

- Develop and utilize an Equity Lead "Team" curriculum and program map to support equity literacy development through Equity Leads on sites.
- Identify and utilize an equity centered coaching model and network (internal to LCPS or external to LCPS) to provide ongoing support for Equity Leads and principal development.
- Develop a Positive Racial Identity survey measure racialized experience of students in schools.

#### 2022-2023

- By use of climate survey, measure students' perceptions of cumulative impact on of DEI actions on culture change in their schools.
- Fall 2022, principals across the division utilizing Equity Centered Coaching are able to review data with individual teachers to monitor student learning and effectiveness of instruction, build capacity of teachers to access and use student data, as measured by teachers; begin sharing student achievement data with students.

#### ACTION STEPS

- Utilize regular student focus groups to gather qualitative data about the experience of students across the system and their perceptions of the development of equity literacy.
- Identify and utilize an equity centered coaching model and network (internal to LCPS or external to LCPS) to provide ongoing support for equity leads and principal development.
- Utilize the CRF to inform Equity Leads and Principals action steps for building classroom observation and instructional feedback process.



### LCPS Strategic Goal 3:

Deliver effective and efficient support for student success.

## EQUITY EMPHASIS

*Develop and maintain welcoming, inclusive, and identity-affirming teaching and learning spaces*

**=EQUITY GOAL (PER YEAR)**

### 2020-2021

### 2021-2022

### 2022-2023

- Infuse the CRF with social emotional learning supports for equitable practices related to discipline. By June 2021, decrease suspension and office referral rates for Black and Latino/a/x students by X% by implementing anti-discriminatory practices.
- .By Spring 2021, increase student affinity group opportunities in schools. Measure students' perceptions of positive change in their learning environment based on student self-reporting through climate survey data.
- Incorporate trauma-informed practices into existing MTSS Framework. By February 2021, provide parent engagement and learning session on MTSS and trauma supports.

- By June 2022, increase use of restorative and equitable practices to decrease discipline (i.e., suspension and expulsion) and office referral rates for Black and Latino/a/x students by X%.
- Increase student affinity group opportunities in schools. Measure students' perceptions of positive change in their learning environment based on student self-reporting through climate survey data.
- By Spring 2021, develop student mentoring programs and create spaces for community conversations about race and establishing a positive racial identity
- Increase students' positive perceptions in Diversity, Equity, and Inclusion (DEI) level of intentionality toward creating an inclusive and identity-affirming space in school.

- Utilize student structures to partner with local community businesses and agencies for mentoring programs.
- Increase students' positive perceptions in Diversity, Equity, and Inclusion (DEI) level of intentionality toward creating an inclusive and identity-affirming space in school.

#### ACTION STEPS

#### ACTION STEPS

#### ACTION STEPS

- LCPS to educate community on issues regarding racism, xenophobia, homophobia, transphobia, and other forms of discrimination; as well as trauma and MTSS. Utilize "Justice Anchor Standards" - Tolerance.org
- Adopt a model to engage students and create student agency in conversations about race, as well as provide "instruction" to their teachers on CRF via student lens.
- Create a climate survey to specifically measure the racialized experience of students in schools.

- Conduct suspension referral rates reviews twice a quarter during PLC and PBIS collaborative meetings. Use practices in CRF to mitigate bias.
- Develop network of mentors via Minority Student Achievement Advisory Committee (MSAAC)
- Utilize specific student climate surveys for feedback on the affinity groups and mentoring group structures.

- Partner with Loudoun Chamber, Loudoun Government, and Loudoun Racial Ethnic Disparity Group for mentors.
- Utilize specific student climate surveys to measure student perceptions.

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit D - Comprehensive Equit Plan-9 2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021_Equity_Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

## A. KEY PERSONNEL CONTACT INFORMATION

Jamie Almanzan, The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 510-967-4705  
Email: jalmanzan@theequitycollaborative.com

### **SUMMARY OF BACKGROUND AND EXPERIENCE**

Jamie Almanzán is a facilitator, teacher, curriculum developer and leadership coach currently working as an Equity Leadership Coach and the owner of The Equity Collaborative, LLC in Oakland, California. Prior to leading The Equity Collaborative, he held the position of Senior Coach at the National Equity Project, in Oakland and he has held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of underserved populations, particularly African American and Latino students. Jamie is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional and district teams across the country. Jamie leads professional learning and coaches in a wide range of schools and districts in California and Nationally.

LinkedIn Profile (includes a link to a recent keynote address given at the 2012 School Improvement Network Innovation Summit)  
<http://www.linkedin.com/pub/jamie-almanzán/36/b32/36b>

### **Recent Professional Experience**

- 2012 - Present **Partner and Leadership Coach**  
**The Equity Collaborative, LLC**
- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
  - Provide executive coaching and services coordination to school systems and their leaders.
  - Conduct research and analyze data, to support coaching objectives with leaders and teams.
  - Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
  - Design and facilitate systemic educational equity reform programming at the regional, district and school levels.
- 2008 - 2012 **Senior Coach**  
**The National Equity Project, Oakland, California**
- Lead coach in districts, schools, and organizations.
  - Provide coaching and technical assistance to leaders.
  - Conduct research and analyze data, to support coaching objectives with leaders and teams.
  - Employ holistic meeting design to forward team development and effectively reach meeting and group objectives.
  - Coordinate the Listening Campaign, an equity-focused systems based qualitative data analysis.
- 2000 - 2008 **Director of Learning and Teaching**  
**Pacific Educational Group, San Francisco, California**
- Design and deliver systemic educational equity reform programming at the state, district and school levels.
  - Work with teachers and administrators on educational equity reform efforts to better meet the needs of African American and Latino students.
  - Coordinator of the Collaborative Action Research for Equity (C.A.R.E.) program.
  - Lead schools and school districts through Equity Leadership Development seminars in order to have school systems sustain a focus on equity for traditionally underserved students.
  - Develop and provide schools with professional development/resource materials and technical support on standards-based, racially/culturally relevant teaching practices and implementation.
  - Collaborate with school reform support providers in developing a synthesized program for school change, including aspects of curriculum, instruction and equity.

M.A., Education with specialization in English language development instruction, *Stanford University*  
B.A., Religious Studies and English Literature, *California State University Chico*

Graig Meyer, The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 919-824-4180  
Email: [gmeyer@theequitycollaborative.com](mailto:gmeyer@theequitycollaborative.com)

## **SUMMARY OF BACKGROUND AND EXPERIENCE**

**Graig Meyer** is a social worker, educator, and youth development specialist working as an Equity Leadership Coach and partner in The Equity Collaborative. Graig has sixteen years of experience leading equity work in public schools. He was the director of the nationally recognized Blue Ribbon Mentor-Advocate program. He also served as the Director of Student Equity and Volunteer Services for the Chapel Hill-Carrboro (NC) City Schools. Graig was one of the co-creators of the Student Six: Strategies for Culturally Proficient Classroom Practice, which has been nationally recognized for its innovative use of student voice to train teachers in research based best practice. Graig works with school districts and non-profits nationally from his base in Chapel Hill, North Carolina. Graig is also a member of the North Carolina General Assembly House of Representatives.

LinkedIn Profile <http://lnkd.in/d4hD5-g>

View Graig's keynote address at the 2012 School Improvement Network Innovation Summit at <http://youtu.be/LosSPnXe46U>

## **Recent Professional Experience**

2014 - **Partner and Equity Leadership Coach**

Present **The Equity Collaborative, LLC**

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2012 - 2014 **Director of Student Equity and Volunteer Services**

**Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina**

- Coordinate district-wide efforts for creating equitable learning environments and eliminating racial achievement gaps.
- Coordinate school district Volunteer Office, including five programs and over 1000 volunteers annually.
- Coordinate Blue Ribbon Mentor-Advocate Program (see below).

1998-2012 **Blue Ribbon Mentor-Advocate Coordinator**

**Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina**

- Coordinate Blue Ribbon Mentor-Advocate program, providing over 120 students annually with mentoring, academic advocacy, tutoring, social and cultural enrichment, college and career exposure, and college scholarships.
- Coordinate Youth Leadership Institute service-learning program for over 80 high school students.
- Provide individual students and families with academic advocacy support.
- Manage program budget of over \$450,000 annually.
- Provide ongoing supervision to seven direct service staff members.
- Provide school district with policy advice, staff development, and coaching on improving the achievement of students of color.
- Generated over \$1 Million in grant and donor-based funding for mentoring programs.
- Raised over \$400,000 for student scholarship funds.
- Developed two community-based, evening tutorial programs for students in grades 4 -12.

M.A., Social Service Administration, *University of Chicago*

B.A., Sociology and Anthropology, *College of Wooster*

Aaron M. Johnson, Ph.D., The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 248-918-8912  
Email: amdj9265@gmail.com

## **SUMMARY OF BACKGROUND AND EXPERIENCE**

**Aaron Johnson** a teacher, administrator, higher education faculty, and author working as an Equity Leadership Coach with the Equity Collaborative. Aaron has twenty years of experience as a teacher, principal, director of instruction, and assistant superintendent with a commitment to equity in public school environments. He most recently served as the assistant superintendent for diversity, equity, and inclusion in a public school district. Aaron has presented at several local, regional, and national conferences with an emphasis on developing literacy for African American students in schools. He is the author of the Teachers College Press book, *A Walk in Their Kicks: Literacy, Identity, and the Schooling of Young Black Males*. Aaron is the creator of the Black Male Literacy Paradigm which is a framework used by schools to engage Black youth in school literacy practices. He is also active in the Detroit area and started the non-profit, The American Literacy Society whose vision is to engage citizens in literacy to participate in the democratic process.

LinkedIn Profile: <http://linkedin.com/in/aaron-m-johnson-ph-d-7a742369>

## **Recent Professional Experience**

- 2020 – Present      ***Equity Leadership Coach***  
**The Equity Collaborative, LLC**
- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
  - Provide executive coaching and services coordination to school systems and their leaders.
  - Conduct research and analyze data, to support coaching objectives with leaders and teams.
  - Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
  - Design and facilitate systemic educational equity reform programming at the regional, district and school levels.
- 2012-2020      ***Director of Curriculum and Instruction and Assistant Superintendent for Diversity, Equity, and Inclusion***
- Member of Superintendent’s Cabinet
  - Oversee all instructional and non-instructional departments
  - Provide equity and anti-racism training to teachers, administrators, and ancillary staff
  - Lead community events
  - Procure culturally relevant materials for students
  - Lead and facilitate student groups
  - Liaison to businesses, universities, and civic organizations
- 2008-2012      ***High School Principal***  
**Harrison High School, Farmington Hills, MI – IB World School**
- Proven leadership that led to an increase in student achievement for all students as evidenced on the Michigan Merit Exam and ACT over a multi-year period
  - Led a multi-year, aggressive, successful campaign to transform student achievement, school culture, and public relations at Harrison High School
  - Member of the Minority Student Achievement Network (MSAN) that participated in dialogue and created strategies to improve student learning outcomes
  - Effective leader that led Harrison High School to be recognized by Newsweek Magazine as one of the top 1,500 High Schools in the nation in 2009, 2010, and 2011
- Ph.D.,      Curriculum and Instruction, Wayne State University  
M.Ed.,      Education Leadership, Wayne State University  
B.S.,      English Education, Wayne State University

## B. VENDOR DATA SHEET

| School Jurisdictions                               | Contact Info  | Dates of Service | Services Provided  |
|--|---|------------------|--|
| Loudoun County Public Schools, VA                  | Lottie Spurlock,<br>Director of Equity<br>Office of the<br>Superintendent,<br>Loudoun County Public<br>Schools<br>571.252.1210<br><a href="mailto:Lottie.Spurlock@lcps.org">Lottie.Spurlock@lcps.org</a>  | 2018-2020        | I. SYSTEMIC EQUITY ASSESSMENT   A Quantitative and Qualitative Picture of Existing Equity Issues and Capacity<br><br>II. DISTRICT EQUITY PLAN   Providing Vision and Strategy for a Multi-Year Systemic Change Effort<br><br>III. EQUITY DRIVEN CENTRAL OFFICE LEADERSHIP   A System Approach Toward Achieving Equitable Outcomes<br><br>IV. EQUITY DRIVEN LEADERSHIP TEAM DEVELOPMENT   Equity Coaching and Facilitation for the School Board Committee |
| Wake County Public School System, NC               | Rodney Trice,<br>Assistant Superintendent,<br>Office Of Equity Affairs<br>Wake County Public School<br>System<br>919.694.052<br><a href="mailto:rtrice@WCPSS.net">rtrice@WCPSS.net</a>  | 2015-<br>Current | I. RACIAL EQUITY INSTITUTE   Culturally Responsive Schools and Leading for Equitable Outcomes<br><br>II. EQUITY LEADERSHIP AND COACHING SESSIONS   Building Leadership Capacity for Equitable School Discipline  |
| Hayward Unified School District, CA                | Chien Wu-Fernandez,<br>Associate Superintendent,<br>Student and Family<br>Services<br>Hayward Unified School<br>District<br>510 784-2625<br><a href="mailto:cfernandez@husd.k12.ca.us">cfernandez@husd.k12.ca.us</a>  | 2016-2019        | I. EQUITY FOCUSED LEADERSHIP PLANNING AND COACHING   Designing a Comprehensive District Approach Toward Achieving Equitable Outcomes<br><br>II. EQUITY COACH PARTNERSHIP   Equity Leadership Coaching for HUSD Community Schools   |
| District of Columbia Public Schools, Washington DC | Brenda Elliott,<br>Chief, School Improvement<br>and Supports<br>Office of School<br>Improvement and Supports<br>Social Emotional Academic<br>Development,<br>District of Columbia Public<br>Schools<br>202.654.6171<br><a href="mailto:brenda.elliott@k12.dc.gov">brenda.elliott@k12.dc.gov</a> | 2019-2020        | I. SOCIAL EMOTIONAL LEARNING STAFF DEVELOPMENT   Reducing Racial Disparities in Discipline<br><br>II. EQUITY IN EDUCATION VIRTUAL LEARNING SERIES   District Wide Professional Development   |

## D. STATEMENT OF QUALIFICATIONS & PROPOSED PLAN OF OPERATIONS

Founded in 2012, the staff of The Equity Collaborative, LLC brings a deep knowledge of school systems, from the classroom level to the central office. The lead staff on this project have taught in diverse public schools, designed and led schools, and offered innovative professional development and coaching services for 25 plus years. We have a broad network of content experts with whom we subcontract as needed to ensure that every piece of the contract is delivered with unqualified expertise and precision.

Beyond our experience as educators, coaches, and professional developers, what makes The Equity Collaborative, LLC unique is a highly effective and pressure-tested approach to adult learning that promotes:

- High levels of engagement among participants
- Intrinsic motivation to change
- The adoption of new mindsets, beliefs, and values that facilitate shifts in behavior and practice
- Capacity-building among leaders, coaches, and teachers in the skills that seed sustainable organizational change.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. Our approach to adult learning is embedded in each of the strands outlined in this proposal.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. We believe that every interaction is a coaching opportunity. As a result, we are constantly adapting our work to meet the needs of the community and people we serve. Every piece of work is customized. This approach to adult learning is embedded in each of the strands outlined in this proposal. Working in partnership with the school leaders of Loudoun County Public Schools to prioritize the elements of need; we believe we can provide a powerful accelerant for growth and development of the educators that are a part of Loudoun County Public Schools.

### I. EQUITY LEADERSHIP COHORT | Supporting Division Leadership for Equity Implementation

Equity is a mindset and a way of working that is applied across district initiatives. It cannot be perceived as just another “task” that administrators or teachers have to add to their already full workloads. Equity can be a lens to focus current reform and improvement initiatives on the students who need the program benefits most. It can also be a mindset for how to integrate initiatives and decide which should be prioritized to work towards specific student outcomes. Division leaders have to be skillful in talking about, and coaching towards, equity in a way that allows others to embrace change and replace current reproductive practices with new relational and instructional approaches that support the social, emotional, and intellectual development of students who have traditionally been underserved.

Loudoun County Schools have been receiving equity driven support at the division, community, and board levels for the last few school years. As identified in the Request For Quote document, leaders in LCPS are currently implementing large scale division-wide initiatives around the following plans:

- Action Plan to Combat Systemic Racism
- Comprehensive Equity Plan with division-wide work in the following areas:
  - Diverse Recruitment, Hiring, and Retention
  - Deeper Learning and Culturally Responsive Instruction
  - Professional Learning and Coaching
  - Family and Community Engagement
  - Multi-Tiered System of Supports (MTSS)
  - Eliminating Disparities: Discipline and Opportunity Gaps

The Equity Collaborative proposes to continue to support this work by engaging the Equity Leadership in LCPS, the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist in a cohort workshop model aimed at developing leadership capacity to effectively lead the identified strands of work noted. The Equity Leadership Cohort will come together for a monthly workshop series that will support them to design and lead collaboratively across all departments. As named by LCPS, “the goal of a school system building stronger, equitable practices to yield greater access and opportunities for every student is contingent upon leaders being able to engage in reflective practices to determine the true effectiveness of work underway.”

**This Loudoun County Public Schools Equity Leadership Cohort Workshop Series is designed to:**

- Operate effectively as Equity Centered Educational leaders for all Division and school staffs;
- Implement and monitor the Comprehensive Equity Plan and the Action Plan to Combat Systemic Racism;
- Lead and support the LCPS Equity Leads and Principals across the division;
- Reflect on the effectiveness of the student voice model;
- Lead professional learning opportunities (on the Culturally Responsive Framework) for teachers and leaders in all schools across the division;
- Strategize and implement action to support teachers in the application of the Culturally Responsive Framework;
- Analyze (qualitative and quantitative) impact and effectiveness of the Culturally Responsive Framework and other programs based on the achievement growth of specific student groups;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

The learning agenda will focus on the works of John Powell and the Kirwan Institute, Steve Zuieback, David Rock, the Aspen Institute Roundtable on Community Change, John Hattie, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, and Julian Weissglass, amongst others. We will provide the educational leaders with articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around their experiences working a public education system.

**II. EQUITY LEADERSHIP COACHING | Supporting Division Leadership for Equity Implementation**

The Equity Collaborative will partner and provide specific equity centered coaching to the Equity Leadership in LCPS, the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. The Equity Collaborative's approach to coaching support is to provide time as often as needed or requested. We believe practice is what changes behaviors and thus, systems and those changes are improved and enhanced by coaching support. Our job-embedded coaching will offer frameworks and align customizable tools to support the LCPS Equity Leadership and their own leadership in the schools across the division and the communities that they serve. The coaching time is intended to provide personal leadership growth and movement toward both self-identified and district goals. We will focus on developing the LCPS Equity Leaders' skill, knowledge and capacity to lead the division towards racial and cultural competence.

**The content and structure of this Equity Leadership Coaching is designed to support the LCPS Equity Leadership to:**

- Lead principals and schools to develop specific strategies and proactive measures to address equity issues schools face (ie. derogatory language and racial incidents);
- Develop the ability of Division Instructional Facilitators, the Equity and Cultural Competence Specialist and other identified specialized facilitators and HRTD instructional coaches to coach through an equity lens;
- Provide division level support for LCPS staff focused on supporting the teaching of racially sensitive topics;
- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;
- Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships.

The Equity Leadership Coaching support will focus on the works of David Rock, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, John Hattie, and Julian Weissglass, Zaretta Hammond, amongst others. We will utilize articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around the experiences working to transform a public education system.

## E. PRICING SCHEDULE & C. ORGANIZATION AND STAFFING

|              |   |   |
|--------------|---|---|
| <b>COSTS</b> | <p><b>I Equity Leadership Cohort</b><br/>                 Design and facilitate monthly cohort convenings with LCPS staff members charged with Equity Leadership including the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. Each Cohort Workshop will be facilitated by up to three Equity Collaborative facilitators and will be a Zoom session between 60-90 min in length. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series. All planning and preparation are included.</p>   | <p style="text-align: center;"><b>\$32,000</b></p> <p>(8 Cohort Sessions November 2020 - June 2021 @ \$4,000/session for up to three Equity Collaborative facilitators.<br/> <b>Staffing: Jamie Almanzán, Graig Meyer, and Dr. Aaron Johnson.</b>)</p> <p><i>All work is designed to be delivered remotely.</i></p>   |
|              | <p><b>II. Equity Leadership Coaching</b><br/>                 Provide direct coaching support for LCPS staff members charged with Equity Leadership including the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. 5 hours of coaching time per month, November 2020 through June 2021. This work may take the form of individual coaching (by phone or by Zoom), joining administrators in standard meetings, or convening specific equity leadership coaching meetings for the purpose of addressing this work. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are included.</p> | <p style="text-align: center;"><b>\$20,000</b></p> <p>(5 hours of coaching time/month to be divided amongst the five LCPS staff members charged with Equity Leadership in the division. To be delivered August 2020- June 2021 @ \$2500/month<br/> <b>Staffing: Jamie Almanzán and Dr. Aaron Johnson.</b>)</p> <p><i>All work is designed to be delivered remotely.</i></p> |
|              | <b>TOTAL</b>  | <b>\$52,000</b>   |

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
| 11/20/2019 | 20_The_Equity_Collaborative_LLC_Countersigned_ADD_1_Oct_work                      | Addendum to 4/3 agreement   |
| 11/24/2019 | The_Equity_Collaborative_#235_\$25000   | Coaching meetings with Division leadership 10/3, 10/4, 11/6, 11/7, 12/5, and 12/6   |
| 11/24/2019 | The_Equity_Collaborative_#234_\$22000.00  | Equity in the Center Facilitation 10/28/2019  |
| 2/5/2020   | 20_The_Equity_Collaborative_LLC_LCPS_Jan-Jun_Countersigned                        | Contract - has phone number for Jamie Almanzan from The Equity Collaborative (510) 967-4705   |
| 3/19/2020  | The_Equity_Collaborative_LLC_#244   | Invoice for services Jan-April 2020   |
| 6/9/2020   | The_Equity_Collaborative_#_246_PO_50037   | For May-June 2020 Services  |
| 10/9/2020  | Solicitation_RFQ_#21_Consulting_Services_-_Equity_Coaching_due_on_10-19-20_at_2pm | RFQ   |
| 10/9/2020  | Exhibit_A_-_LCPS_Equity_Report_FINALReport12_2_19                                 | From RFQ  |
| 10/9/2020  | Exhibit_B_-_Equity_Work_Across_Depts_2019-2020                                    | From RFQ  |
| 10/9/2020  | Exhibit_C_-_Detailed_Plan_to_Combat_Systemic_Racism_August_2020                   | From RFQ  |
| 10/9/2020  | Exhibit_D_-_Comprehensive_Equit_Plan-9_2020                                       | From RFQ  |
| 10/17/2020 | <b>LCPS.RequestForQuote.2020-2021 Equity Collaborative</b>                        | Equity Collaboration Bid Submission   |
| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
| 3/11/2021  | The_Equity_Collaborative_#LCPS_March_11_2021                                      | Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 |
| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |



**LOUDOUN COUNTY PUBLIC SCHOOLS**  
**DEPARTMENT OF BUSINESS & FINANCIAL SERVICES**  
**PROCUREMENT AND RISK MANAGEMENT SERVICES**  
21000 Education Court, Suite #301  
Ashburn, VA 20148  
Phone (571) 252-1270 Fax (571) 252-1432

**MASTER AGREEMENT**

**November 1, 2020**

- 1) **NAME:** LOUDOUN COUNTY SCHOOL BOARD DBA LOUDOUN COUNTY PUBLIC SCHOOLS  
**ADDRESS:** 21000 Education Court, Suite 301, Ashburn, Virginia 20148, USA  
**AUTHORIZED REPRESENTATIVE,** signed below, who has the authority to act on behalf of Loudoun County Public Schools.  
**CONTRACTOR NAME:** THE EQUITY COLLABORATIVE, LLC  
**PRINCIPAL PLACE OF BUSINESS:** P O Box 14, Hillsborough, NC 27278  
**AUTHORIZED REPRESENTATIVE** as signed below, shall have the sole authority to act on behalf of Contractor but may be changed upon ten (10) days' written notice to LCPS: Director Procurement and Risk Management Services, 21000 Education Court, Ashburn, Virginia 20148.
- 2) **AGREEMENT:** This Master Agreement (hereinafter referred to as the "Agreement") by and between Th Equity Collaborative, LLC, hereinafter referred to as "**Contractor,**" "**Party,**" or "**Parties**" and Loudoun County Public Schools, hereinafter referred to as "**LCPS,**" "**Party,**" or "**Parties**" shall apply to all current and future services provided by Contractor to LCPS pursuant to any Contractor Quote/Proposal/ Description of Work, Pricing, and/or any Purchase Order currently in effect now or in the future until this Agreement's date of expiration.
- 3) **TERM:** The term of this Agreement is effective **November 1, 2020** and ends at the conclusion of the project or one year from the date of activation, whichever occurs first. This Agreement may be extended for a year at a time contingent on LCPS funding and if mutually agreed to in writing by both Parties;
- 4) **ORDER OF PRECEDENCE:** This signed Agreement constitutes the entire understanding of the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This Agreement is the full and final Agreement of the Parties, and no written or oral communication between the Parties before the execution of this Agreement will modify or amend the Agreement. Acceptance of this Agreement shall be limited to the terms and conditions stated herein, and any additional or different terms, conditions, or instructions proposed by Contractor are rejected by LCPS unless expressly assented to in writing by LCPS. In case of any inconsistency, conflict, or ambiguity among any of the Agreement documents, and notwithstanding any other provision in any document to the contrary regarding any inconsistency, the interpretation shall be governed in the following order of priority:

- 1) This signed Master Agreement and
- 2) The following documents:

**TITLES OF ASSOCIATED AGREEMENT DOCUMENTS:**

- i. LCPS Virginia Mandatory Contract Provisions;
- ii. LCPS RFQ #21104, Equity Coaching and Contractor's Response
- iii. LCPS accepted/awarded Contractor Quote, Proposal, Description/Scope of Work;
- iv. Any other Contractor Service Agreement.

LCPS and Contractor are entering into this Master Agreement and for their mutual convenience, the Parties are using the above listed, attached documents. Nevertheless, the Parties agree that this Master Agreement is incorporated into and amends as specified throughout this document, any of Contractor's terms and conditions, agreements, proposals, or other Contractor documents.

- 5) **PAYMENT:** The payments to be made by LCPS for all goods, services and other deliverables under this Agreement shall not exceed the overall project pricing of \$52,000, which includes all Contractor extra expenses, as set forth in the LCPS accepted Contractor Proposal/Quote or any associated purchase order (which may exist as of the date of this Agreement or may hereafter be agreed to by the Parties). Payments will be made with a purchase order as applicable, only upon LCPS receipt of Contractor's invoice detailing the goods/services provided. If services are provided to more than one LCPS division, each LCPS department or school will be responsible for the payment of their own account.
- 6) **EXCEPTIONS:** Contractor's contract/agreement/proposal documents are, with the exceptions noted herein, acceptable to LCPS. Nonetheless, because certain standard clauses that may appear in Contractor's contract/agreement/proposal documents are not accepted by LCPS, and in consideration of the convenience of using those documents, and this agreement, without the necessity of specifically negotiating a separate contract document, the Parties specifically agree that, notwithstanding any provisions appearing in the attached Contractor's contract/agreement/proposal documents, none of the following shall have any effect or be enforceable against LCPS:
- i. Requiring LCPS to obtain or maintain any type of insurance on behalf of or to benefit Contractor;
  - ii. Renewing or extending the agreement beyond the initial term or automatically continuing the contract period from term to term;
  - iii. Requiring or stating that the terms of Contractor's contract/agreement/proposal documents shall prevail over this Agreement;
  - iv. Requiring LCPS to defend, indemnify, waive, release, or hold Contractor harmless for third party claims of any kind;
  - v. Requiring the application of law other than Virginia law in interpreting or enforcing the contract, or requiring or permitting that any dispute under the contract be resolved in any court other than an appropriate state circuit court in Virginia, without regard to conflict of law principles;
  - vi. Requiring LCPS to pay liquidated damages, or requiring LCPS to make any payment for lost revenue or profits if the contract is terminated before its ordinary period;
  - vii. Requiring LCPS to agree to or be subject to any form of equitable relief not authorized by the Constitution or laws of Virginia;
  - viii. Limiting or adding to the time period within which claims can be made or actions can be brought;
  - ix. Limiting the liability of Contractor for direct property damage or personal injury;
  - x. Permitting unilateral modification of this Agreement by Contractor, or deeming LCPS to agree to a modification by means other than affirmatively signing a written modification to the agreement;
  - xi. Binding LCPS to any arbitration process or decision as a means of conflict resolution;
  - xii. Obligating LCPS to pay costs of collection or attorney's fees;
  - xiii. Granting Contractor a security interest in property of LCPS;

- xiv. Granting any right or incurring any obligation that is beyond the legal authority of LCPS to empower its Contract officers to grant or incur on behalf of LCPS, or requiring LCPS to violate any applicable law or regulation;
- xv. Requiring LCPS to pay for the application of sales tax;
- xvi. Requiring LCPS agree that these documents are confidential and proprietary;
- xvii. Requiring LCPS to agree to any exclusivity clauses;
- xviii. Allowing Contractor to use LCPS in advertising or allowing the use of any LCPS Seal or Mascot, directly or indirectly, in any press release or in any form of advertisement without receiving prior written consent from LCPS.

- 7) **INDEMNIFICATION:** Contractor shall during the term of service indemnify, defend, and hold harmless LCPS, its officials, employees, agents, and representatives thereof from all suits, actions, or claims of any kind (including attorney's fees) brought on account of any personal injuries, damages, or violations of rights sustained by any person or property in consequence of any neglect in or on account of any act or omission by Contractor or its employees, or from any claims or amounts arising from violation of any law, bylaw, ordinance, regulation or decree involving this Agreement. Contractor agrees that this clause shall include claims involving infringement of patent or copyright. The purchase of insurance by Contractor shall in no event be construed as a fulfillment or discharge of the obligations set forth in this section.
- 8) **INSURANCE:** Contractor shall maintain in force during the term of this Agreement general and professional liability insurance with coverage of at least One Million Dollars (\$1,000,000) for each occurrence, insuring itself and its agents and employees for their acts, omissions or negligence. Contractor shall provide evidence of such insurance coverage in the form of a Certificate of Insurance and shall name LCPS as an additional insured on the general liability coverage. No acceptance and/or approval of any insurance by LCPS shall be construed as to relieve or excuse Contractor from any liability or obligation imposed upon them by the provisions of these agreement documents.
- 9) **CONFIDENTIALITY OF INFORMATION:** Contractor assures that information and data obtained as to any facts and circumstances related to LCPS will be held confidential, during and following the term of this Agreement, and unless disclosure is required pursuant to court order, subpoena or other regulatory authority, and will not be divulged without the LCPS' written consent and only in accordance with federal law or the Code of Virginia. Contractors who utilize, access, or store LCPS data as part of the performance of a contract are required to safeguard this information and immediately notify LCPS of any breach or suspected breach in the security of such information. Contractors shall allow LCPS to both participate in the investigation of incidents and exercise control over decisions regarding external reporting.
- 10) **OWNERSHIP OF DELIVERABLES:** All agenda development, facilitation planning, research support, curriculum preparation for the workshop series, and similar materials used to produce deliverables shall become the property of LCPS. Any furnished materials shall remain the property of LCPS. All such items and materials shall be delivered in usable condition after completion of the work, and prior to submission of the invoice for payment. Contractor shall not use, willingly allow, or cause such materials to be used for any purpose other than performance of obligations under this agreement without the prior written consent of LCPS.

**11) GENERAL TERMS AND CONDITIONS:**

- a. **Applicable Law and Choice of Forum**—This Agreement shall be construed, governed and interpreted pursuant to the laws of the Commonwealth of Virginia. All disputes arising under this Agreement shall be brought before a proper court in

- b. **Disputes:** Contractor agrees that any dispute between Contractor and LCPS arising out of or relating to this Agreement, or its performance or its interpretation (“Dispute” or, interchangeably, a “Claim”) not resolved by mediation will be decided in the state court with jurisdiction in Virginia, and all such disputes will be decided in accordance with the law of Virginia. Claims by Contractor must be made in the form, manner and time required by both (1) Laws and Rules, including the Virginia Public Procurement Act, and (2) this Agreement. Subject to the foregoing, Contractor agrees that it waives trial by jury. LCPS shall have no liability to Contractor except as its sovereign immunity is specifically and expressly waived under Virginia Law, including the Virginia Public Procurement Act.
- c. **Status of the Parties**—The relationship of the Parties to each other is solely that of independent parties. No Party shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as may be specifically enumerated herein. Nothing contained in this Agreement shall be construed to create any partnership or joint venture between the Parties. Contractor shall provide services as an independent contractor. Under no circumstances will Contractor be considered an employee of LCPS.
- d. **Counterparts**—This Agreement and all amendments and supplements to it may be executed in one or more counterparts, each of which shall be deemed to be an original, and all counterparts together shall constitute one in the same agreement. Facsimile or other portable document format electronic counterpart signatures to this Agreement shall be acceptable and binding.
- e. **Severability**—Should any provision of this Agreement be determined to be invalid, illegal, or unenforceable in any respect, that provision shall be severed from the Agreement and the remaining provisions shall remain as fully valid, legal, and enforceable.
- f. **No Waiver**—The failure of a Party to enforce any provision, term, or condition in this Agreement shall not be deemed to be a waiver of such rights or any subsequent breach of provisions herein contained.
- g. **Assignment**—No Party shall assign or otherwise transfer its rights, duties or privileges or delegate its obligations under this Agreement without the prior written consent of the other Party. Any attempted assignment, transfer, or delegation without such consent shall be void.
- h. **Non-Discrimination**— No Party shall unlawfully discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identification, disability, or age (except where sex or age is a bona fide occupational qualification).
- i. **Evaluation of Services**—LCPS and Contractor agree to jointly evaluate and assess the quality and effectiveness of the services on an on-going basis and to make modifications as deemed necessary.
- j. **Termination**—Upon written notice to Contractor, LCPS may terminate this Agreement for cause, or for its own convenience and without cause at any time, as to material(s), equipment, items, work, services, or Deliverables that have not yet been accepted by LCPS. LCPS shall not be liable to Contractor for

work performed unless first paid for by LCPS. Any termination that is subsequently determined to have been wrongful shall thereupon be converted to a termination for convenience without cause. Contractor may only terminate or suspend performance under this Agreement for LCPS' non-payment of undisputed sums properly due; in that event, Contractor shall provide LCPS with ten (10) days' advance written notice of such non-payment and its intent to terminate or suspend services (during which time LCPS may cure); if LCPS fails to cure within that period, then Contractor may terminate the Agreement or suspend performance hereunder until such time as LCPS pays all undisputed sums properly due. In the event of suspension or termination, Contractor's damages shall be limited to payment for Deliverables properly provided or performance properly rendered under the Contract prior to such termination or suspension. Contractor shall not be entitled to overhead or profit for the Agreement performance not rendered or Deliverables not provided.

- k. **Force Majeure**—Neither Party shall be liable for damages caused by delay or failure to perform its obligations under this Agreement where such delay or failure is caused by an event beyond its reasonable control, such as, but not limited to natural disasters, epidemics/pandemics, acts of war, insurrection and terrorism. If a Party seeks to rely on a force majeure event, that Party shall immediately notify the other Party of the reason for and anticipated period of any delay. For purposes of this Agreement, "Force Majeure" includes labor disputes not involving Contractor's parties, fire, terrorism, war, epidemics, unusually severe weather not foreseeable, and governmental acts or declarations unrelated to this Agreement.
- l. **Safety**—LCPS contracts with Contractor as an independent contractor to provide all labor, materials, equipment, items, work, services, and incidental services necessary to perform this Contract. Contractor is subject as an employer to all unemployment compensation, occupational health and safety, workers' compensation, or similar statutes. If Contractor, its employees or persons acting on behalf of Contractor are required to come onto LCPS property in connection with the performance of this Agreement, Contractor shall comply with all safety requirements of LCPS, and all applicable Laws.
- m. **Patents**—Contractor shall indemnify, defend, and hold harmless LCPS parties from all suits or claims for infringement of any patent rights or copyrights arising out of or relating to the use or sale of the material(s), equipment, item(s), work, services or deliverables purchased, and shall pay and discharge any and all judgments or decrees that may be rendered in any such suit, action, or proceedings, provided LCPS has not materially prejudiced Contractor by failing to give Contractor notice of such claim or suit.
- n. **Contractor Compliances**—Contractor shall comply with the following as they relate to this AGREEMENT and any ADDENDUM:
  - i. Freedom of Information Act (FOIA);
  - ii. Virginia Conflict of Interest Act;
  - iii. Virginia Fair Employment Contracting Act;
  - iv. Virginia Public Procurement Act (VPPA);
  - v. Americans with Disabilities Act (ADA); and
  - vi. Title VI of the Civil Rights Act of 1964 (24 CFR Part 1)
  - vii. Debarment and Suspension, (34 CFR Part 85)
  - viii. Family Educational Rights and Privacy Act (FERPA)

- o. **Debarment and Suspension**—Contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal, State, or Local department or agency.

**IN WITNESS WHEREOF** and intending to be legally bound hereby, the Parties hereto have carefully read, understood, agreed, accepted and have caused this Agreement to be effective and executed by their duly authorized officers on the day and year first written below:

**SIGNATURES:**

| <b>CONTRACTOR</b>   | <b>LCPS</b>   |
|---|---|
| <b>THE EQUITY COLLABORATIVE, LLC</b><br>P.O. Box 14<br>Hillsborough, NC 27278<br>Phone: (510) 967-4705<br>POC Email: jalmanzan@theequitycollaborative.com | <b>LOUDOUN COUNTY PUBLIC SCHOOLS</b><br>Superintendent's Office<br>21000 Education Court<br>Ashburn, VA 20148 USA<br>Phone: 571-252-1270<br>Emails: <a href="mailto:lcpscontracts@lcps.org">lcpscontracts@lcps.org</a><br>POC Email: lottie.spurlock@lcps.org |
| <b>Authorized Signature:</b><br>                                       | <b>Authorized Signature:</b><br>  |
| <b>Jamie Almanzán,</b><br><b>Partner, Equity Leadership Coach</b>   | <b>Lottie Spurlock</b><br><b>Director of Equity</b>   |
| <b>Date: November 9, 2020</b>   | <b>Date: 11/10/2020</b>   |

## Loudoun County Public Schools-Virginia Mandatory Contract Provisions

The following provisions apply to any agreement between Contractor and Customer when Customer is a Virginia public body subject to the Virginia Public Procurement Act, Va. Code § 2.2-4300, et seq., to the extent applicable to the circumstances:

### 1. Equal Opportunity Employment

a. During the performance of the Agreement, the Contractor agrees as follows:

(i) The Contractor shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or other basis prohibited by federal or state law relating to discrimination in employment, except where there is a bona-fide occupational qualification reasonably necessary to the normal operation of the Contractor. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

(ii) The Contractor, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, shall state that Contractor is an equal opportunity employer.

(iii) Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the notice, advertisement, and solicitation requirements of this paragraph.

b. The Contractor shall cause to be included the provisions of the foregoing paragraphs a.(i), a.(ii), and a.(iii) (substituting the subcontractor or vendor for Contractor as the obligated party) in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

### 2. Drug-Free Workplace

a. During the performance of the Agreement, the Contractor agrees to (i) provide a drug-free workplace for the Contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the Contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the Contractor that the Contractor maintains a drug-free workplace; and (iv) cause to be included the provisions of the foregoing clauses (substituting the subcontractor or vendor for the Contractor as the obligated party) in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

b. For the purposes of this paragraph 2, "drug-free workplace" means a site for the performance of work done in connection with the Agreement by Contractor where its employees are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the Agreement.

3. **Certifications Regarding Felons and Sex Offenders.** If Customer is a Virginia public school board, pursuant to Code

of Virginia § 22.1-296.1.C., Contractor certifies that it and any of its employees who will have direct contact with any of Customer's students have not been convicted of a felony or any offense involving sexual molestation or physical or sexual abuse or rape of a child. Contractor shall promptly report to the Customer any change that would make this certification no longer accurate.

4. **No Employment of Unauthorized Aliens.** Contractor represents and warrants that Contractor does not, and shall not during the performance of this Agreement, knowingly employ any unauthorized alien as defined in the Federal Immigration Reform and Control Act of 1986.

5. **Statement of Nondiscrimination Against Faith-Based Organizations.** Customer does not discriminate against faith-based organizations. (See Va. Code § 2.2-4343.1)

### 6. Prompt Payment Requirements

a. Within seven days after Contractor receives amounts paid for work subject to the Agreement performed by any "subcontractor", as defined in Code of Virginia § 2.2-4347, Contractor shall take one of the two following actions:

(i) Pay the subcontractor for the proportionate share of the total payment received from Owner attributable to the work performed by the subcontractor; or

(ii) Notify Owner and the subcontractor in writing of Contractor's intent to withhold all or part of the subcontractor's payment and the reason for nonpayment

b. Contractor shall provide its Federal employer identification number with each application to Owner for payment.

c. Contractor shall pay interest to any "subcontractor" on all amounts owed by Contractor that remain unpaid after seven days following receipt by Contractor of payment from Owner for work performed by such subcontractor relating to the Agreement except as to amounts withheld as allowed by 6(a)(ii).

d. Unless otherwise provided under the terms of the Agreement, interest shall accrue at the rate of 1% per month.

e. Contractor shall include in its subcontracts a provision requiring each subcontractor to include or otherwise be subject to the same payment and interest requirements with respect to each lower-tier subcontractor.

f. No obligation imposed by this paragraph 6 shall be construed to create any obligation of Customer. Under Code of Virginia §2.2-4354, no modification to the Agreement may be made for the purpose of providing reimbursement for the interest charge, and Contractor shall not invoice Customer for any such charge.

### 7. Authorization to Conduct Business in Virginia.

The provisions of Va. Code § 2.2-4311.2 are incorporated by reference. If Contractor is a business entity described in Va. Code § 2.2-4311.2.A, Contractor must be authorized to transact business in Virginia if required by law to be so authorized and shall not allow its existence or certificate authority or registration to transact business to lapse or be revoked or cancelled during the term of this Agreement.

## Professional Coaching Scope of Work

to be completed by

*The Equity Collaborative*

November 2020-June 2021

Submitted by Office of Equity in the Office of the Superintendent

### I. **Equity Leadership Coaching**

#### ***Rationale and Purpose:***

**Equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:**

- Operate effectively as equity-centered educational leaders for all division and school staffs;
- Develop and enact a Division policy that works to address necessary changes in equity centered practices across the division with input from school-based student groups to include student voice;
- Analyze (qualitative and quantitative) impact and effectiveness of instructional programs based on the achievement growth of specific student groups;
- Lead the professional learning of LCPS' district and schools' staff focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships (with internal and external stakeholders)
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.
- would be included coaching and consult support for Equity Leads Institute and coaching support for Division-wide Equity Leaders
- **Principals and Equity Leads Cohort** would be led by LCPS Leaders and the Equity Collaborative would support LCPS Leaders in this work through Equity Leadership Coaching (listed below) .

### **Relevance to LCPS**

*The Equity Collaborative* will partner and provide equity centered coaching to support growth and movement toward self-identified goals. We will focus on developing the leaders' skill, knowledge and capacity to lead the division towards racial and cultural competence. The job-embedded coaching will offer frameworks and align customizable tools to be able to support schools across the division and the communities that they serve. The coaching support will work to identify and assess the ways the Director of Equity Department's approach to their work (as well as work across departments) and their practices could be improved to better support underserved communities in Loudoun County Public Schools.

More specifically, leaders in LCPS are implementing large scale division-wide initiatives around the following plans:

- Action Plan to Combat Systemic Racism
- Comprehensive Equity Plan with division-wide work in the following areas:
  - Diverse Recruitment, Hiring, and Retention
  - Deeper Learning and Culturally Responsive Instruction
  - Professional Learning and Coaching
  - Family and Community Engagement
  - Multi-Tiered System of Supports (MTSS)
  - Eliminating Disparities: Discipline and Opportunity Gaps
- Leaders are expected to implement work in the areas outlined above. While LCPS leaders will own this work, having the coaching and consulting support to effectively lead this work is critical to the success of this work. The goal of a school system building stronger, equitable practices to yield greater access and opportunities for every student is contingent upon leaders being able to engage in reflective practices to determine the true effectiveness of work underway. Having the support of external coaching will in turn help LCPS leaders develop stronger coaching support that will complement professional learning and all other aspects of this important work.

### **Consulting and Coaching Big Picture**

Coaching support for the following leaders:

- **Department of Equity**
  - **Director of Equity:** this role is designed to collaboratively lead across all departments, resulting in the impact of division-wide work as it relates to the implementation and monitoring of the [Comprehensive Equity Plan](#) and work related to the implementation of action steps in the [Action Plan to Combat Systemic Racism](#)
  - **Supervisor of Equity:** as this is a new role in leading and supporting [Equity Leads and Principals](#) across the division; Additionally, reflect on the effectiveness of the student voice model and amplifying student voice.

- **Department of Instruction: Division of Teaching and Learning: Office of Equity and Culturally Responsive Instruction**
  - **Director of Teaching and Learning:** as the supervisor of the Equity and Culturally Responsive Instruction leadership roles in Teaching and Learning, coaching for adaptive leadership in this role is important
  - **Equity and Culturally Responsive Specialist Supervisor:** as this is a new role in leading and providing professional learning opportunities (on the Culturally Responsive Framework) for Equity Leads, teachers and leaders in all schools across the division. Additionally, reflect on the effectiveness of the student voice model.
  - **Equity and Culturally Responsive Instruction Specialist:** as this is year one of implementation of the Culturally Responsive Framework and related work in supporting the work of teachers in application of the principles of the framework

***Plan of action and frequency of support:***

Coaching Zoom calls:

- Strategy Day Planning Call/Meeting: 1 day at the beginning of each quarter
- 5 hours of coaching calls per month for individual coaching of leaders
- 1 whole group reflective dialogue for the five leaders listed above - once a month - Cohort Model coaching

***Historical Context:***

[Systemic Equity Assessment](#)

[2019-2020 Summary of Equity Work Across Departments](#)

***Relevant document for work in the 2020-2021 school year***

[Action Plan to Combat Systemic Racism](#)

[Comprehensive Equity Plan](#)



**21104**

**The Equity Collaborative  
Supplier Response**

**Event Information**

Number: 21104

Title: Equity Coaching

Type: RFQ

Issue Date: 10/9/2020

Deadline: 10/19/2020 02:00 PM (ET)

Notes: The purpose of this Request for Quotation is to obtain quotes for consulting services to work with the Department of Equity in the Office of the Superintendent to build upon their equity initiatives. Services would include coaching and consultative support for central office leaders as the school division implements important aspects of equity work.

**Contact Information**

Suite 301  
21000 Education Court  
Suite 301  
Ashburn, VA 20148

Phone: (571) 252-1270  
Email: [LCPSPurchase@LCPS.org](mailto:LCPSPurchase@LCPS.org)

## The Equity Collaborative Information

Address: P.O. Box 14  
Hillsborough, NC 27278  
Phone: (510) 967-4705

By submitting your response, you certify that you are authorized to represent and bind your company.

Jamie Almanzán  
Signature

jalmanzan@theequitycollaborative.com  
Email

Submitted at 10/17/2020 6:49:07 PM

## Requested Attachments

### Proposal

LCPS.RequestForQuote.2020-2021.pdf

Attachment will include response to solicitation requirements-(Reference Section 6 of the solicitation)

### Redacted Copy of the proposal

No response

If Offeror invoked the protections of § 2.2-4342F of the Code of Virginia, attach a copy of your proposal that excludes items not subject to public disclosure.

## Bid Attributes

|   |
|---|
| <b>1 Contractor Certification</b>   |
| As required by Section 22.1-296.1 of the Code of Virginia, the Bidder hereby certifies that none of the persons who will provide services requiring direct contact with students on school property during school hours or during school-sponsored activities has been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse or rape of a child.  |
| I further understand and acknowledge (1) that if I make a materially false statement regarding any of the above offenses, I will be guilty of a Class 1 misdemeanor and (2) that before any person is permitted to provide such services subsequent to this certification, I must notify Procurement Services regarding such person.  |
| <input type="text" value="I Certify"/>  |
| <b>2 VA SCC Compliance</b>  |
| Select from the drop down the different Supplier options [A-E] for VA SCC Compliance. For explanation, please reference Section 4 of the 'Solicitation' under the attachments tab.  |
| <input type="text" value="C"/>  |
| <b>3 VA SCC Compliance Number</b>   |
| <input type="text" value="No response"/>  |
| <b>4 Terms and Conditions Compliance</b>  |
| Offeror having become thoroughly familiar with the terms and conditions of this solicitation and hereby agrees with this submission to furnish all goods and/or services hereinafter specified in the solicitation, and to fulfill the intent of this solicitation in accordance with the requirements and terms and conditions as interpreted by Loudoun County Public Schools. Exceptions must be noted in the Exception section for consideration. |
| <input type="text" value="I Agree"/>  |

**5 Solicitation Exceptions**

Any exceptions from the General Specification and conditions of the solicitation must be noted . If there are no exceptions it will be our understanding that the Offeror is in agreement with the preceding conditions.

*No response*

**6 Preparer Contact Information**

Please provide name, position title, phone number, and email address for the person preparing the bid.

Jamie Almanzán, Partner, Equity Leadership Coach, The Equity Collaborative, LLC, Phone: 510-967-4705 Email: [jalmanzan@theequitycollaborative.com](mailto:jalmanzan@theequitycollaborative.com)

## A. KEY PERSONNEL CONTACT INFORMATION

Jamie Almanzan, The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 510-967-4705  
Email: jalmanzan@theequitycollaborative.com

### SUMMARY OF BACKGROUND AND EXPERIENCE

Jamie Almanzán is a facilitator, teacher, curriculum developer and leadership coach currently working as an Equity Leadership Coach and the owner of The Equity Collaborative, LLC in Oakland, California. Prior to leading The Equity Collaborative, he held the position of Senior Coach at the National Equity Project, in Oakland and he has held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of underserved populations, particularly African American and Latino students. Jamie is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional and district teams across the country. Jamie leads professional learning and coaches in a wide range of schools and districts in California and Nationally.

LinkedIn Profile (includes a link to a recent keynote address given at the 2012 School Improvement Network Innovation Summit)  
<http://www.linkedin.com/pub/jamie-almanzán/36/b32/36b>

### Recent Professional Experience

2012 - *Partner and Leadership Coach*

Present **The Equity Collaborative, LLC**

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2008 - 2012 **Senior Coach**

**The National Equity Project, Oakland, California**

- Lead coach in districts, schools, and organizations.
- Provide coaching and technical assistance to leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group objectives.
- Coordinate the Listening Campaign, an equity-focused systems based qualitative data analysis.

2000 - 2008 **Director of Learning and Teaching**

**Pacific Educational Group, San Francisco, California**

- Design and deliver systemic educational equity reform programming at the state, district and school levels.
- Work with teachers and administrators on educational equity reform efforts to better meet the needs of African American and Latino students.
- Coordinator of the Collaborative Action Research for Equity (C.A.R.E.) program.
- Lead schools and school districts through Equity Leadership Development seminars in order to have school systems sustain a focus on equity for traditionally underserved students.
- Develop and provide schools with professional development/resource materials and technical support on standards-based, racially/culturally relevant teaching practices and implementation.
- Collaborate with school reform support providers in developing a synthesized program for school change, including aspects of curriculum, instruction and equity.

M.A., Education with specialization in English language development instruction, *Stanford University*

B.A., Religious Studies and English Literature, *California State University Chico*

Graig Meyer, The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 919-824-4180  
Email: [gmeyer@theequitycollaborative.com](mailto:gmeyer@theequitycollaborative.com)

### **SUMMARY OF BACKGROUND AND EXPERIENCE**

Graig Meyer is a social worker, educator, and youth development specialist working as an Equity Leadership Coach and partner in The Equity Collaborative. Graig has sixteen years of experience leading equity work in public schools. He was the director of the nationally recognized Blue Ribbon Mentor-Advocate program. He also served as the Director of Student Equity and Volunteer Services for the Chapel Hill-Carrboro (NC) City Schools. Graig was one of the co-creators of the Student Six: Strategies for Culturally Proficient Classroom Practice, which has been nationally recognized for its innovative use of student voice to train teachers in research based best practice. Graig works with school districts and non-profits nationally from his base in Chapel Hill, North Carolina. Graig is also a member of the North Carolina General Assembly House of Representatives.

LinkedIn Profile <http://lnkd.in/d4hD5-g>

View Graig's keynote address at the 2012 School Improvement Network Innovation Summit at <http://youtu.be/LosSPnXe46U>

### **Recent Professional Experience**

2014 - *Partner and Equity Leadership Coach*  
Present *The Equity Collaborative, LLC*

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2012 - 2014 *Director of Student Equity and Volunteer Services*

*Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina*

- Coordinate district-wide efforts for creating equitable learning environments and eliminating racial achievement gaps.
- Coordinate school district Volunteer Office, including five programs and over 1000 volunteers annually.
- Coordinate Blue Ribbon Mentor-Advocate Program (see below).

1998-2012 *Blue Ribbon Mentor-Advocate Coordinator*

*Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina*

- Coordinate Blue Ribbon Mentor-Advocate program, providing over 120 students annually with mentoring, academic advocacy, tutoring, social and cultural enrichment, college and career exposure, and college scholarships.
- Coordinate Youth Leadership Institute service-learning program for over 80 high school students.
- Provide individual students and families with academic advocacy support.
- Manage program budget of over \$450,000 annually.
- Provide ongoing supervision to seven direct service staff members.
- Provide school district with policy advice, staff development, and coaching on improving the achievement of students of color.
- Generated over \$1 Million in grant and donor-based funding for mentoring programs.
- Raised over \$400,000 for student scholarship funds.
- Developed two community-based, evening tutorial programs for students in grades 4 -12.

M.A., Social Service Administration, *University of Chicago*

B.A., Sociology and Anthropology, *College of Wooster*

Aaron M. Johnson, Ph.D., The Equity Collaborative, LLC  
Address: P.O. Box 14, Hillsborough, NC 27278  
Phone: 248-918-8912  
Email: amdj9265@gmail.com

### **SUMMARY OF BACKGROUND AND EXPERIENCE**

**Aaron Johnson** a teacher, administrator, higher education faculty, and author working as an Equity Leadership Coach with the Equity Collaborative. Aaron has twenty years of experience as a teacher, principal, director of instruction, and assistant superintendent with a commitment to equity in public school environments. He most recently served as the assistant superintendent for diversity, equity, and inclusion in a public school district. Aaron has presented at several local, regional, and national conferences with an emphasis on developing literacy for African American students in schools. He is the author of the Teachers College Press book, *A Walk in Their Kicks: Literacy, Identity, and the Schooling of Young Black Males*. Aaron is the creator of the Black Male Literacy Paradigm which is a framework used by schools to engage Black youth in school literacy practices. He is also active in the Detroit area and started the non-profit, The American Literacy Society whose vision is to engage citizens in literacy to participate in the democratic process.

LinkedIn Profile: <http://linkedin.com/in/aaron-m-johnson-ph-d-7a742369>

### **Recent Professional Experience**

- 2020 – Present      ***Equity Leadership Coach***  
**The Equity Collaborative, LLC**
- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
  - Provide executive coaching and services coordination to school systems and their leaders.
  - Conduct research and analyze data, to support coaching objectives with leaders and teams.
  - Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
  - Design and facilitate systemic educational equity reform programming at the regional, district and school levels.
- 2012-2020      ***Director of Curriculum and Instruction and Assistant Superintendent for Diversity, Equity, and Inclusion***
- Member of Superintendent's Cabinet
  - Oversee all instructional and non-instructional departments
  - Provide equity and anti-racism training to teachers, administrators, and ancillary staff
  - Lead community events
  - Procure culturally relevant materials for students
  - Lead and facilitate student groups
  - Liaison to businesses, universities, and civic organizations
- 2008-2012      ***High School Principal***  
**Harrison High School, Farmington Hills, MI – IB World School**
- Proven leadership that led to an increase in student achievement for all students as evidenced on the Michigan Merit Exam and ACT over a multi-year period
  - Led a multi-year, aggressive, successful campaign to transform student achievement, school culture, and public relations at Harrison High School
  - Member of the Minority Student Achievement Network (MSAN) that participated in dialogue and created strategies to improve student learning outcomes
  - Effective leader that led Harrison High School to be recognized by Newsweek Magazine as one of the top 1,500 High Schools in the nation in 2009, 2010, and 2011
- Ph.D.,      Curriculum and Instruction, Wayne State University  
M.Ed.,      Education Leadership, Wayne State University  
B.S.,      English Education, Wayne State University

## B. VENDOR DATA SHEET

| School Jurisdictions                               | Contact Info  | Dates of Service | Services Provided   |
|--|---|------------------|---|
| Loudoun County Public Schools, VA                  | Lottie Spurlock,<br>Director of Equity<br>Office of the<br>Superintendent,<br>Loudoun County Public<br>Schools<br>571.252.1210<br><a href="mailto:Lottie.Spurlock@lcps.org">Lottie.Spurlock@lcps.org</a>  | 2018-2020        | <p>I. SYSTEMIC EQUITY ASSESSMENT   A Quantitative and Qualitative Picture of Existing Equity Issues and Capacity</p> <p>II. DISTRICT EQUITY PLAN   Providing Vision and Strategy for a Multi-Year Systemic Change Effort</p> <p>III. EQUITY DRIVEN CENTRAL OFFICE LEADERSHIP   A System Approach Toward Achieving Equitable Outcomes</p> <p>IV. EQUITY DRIVEN LEADERSHIP TEAM DEVELOPMENT   Equity Coaching and Facilitation for the School Board Committee</p> |
| Wake County Public School System, NC               | Rodney Trice,<br>Assistant Superintendent,<br>Office Of Equity Affairs<br>Wake County Public School<br>System<br>919.694.052<br><a href="mailto:rtrice@WCPSS.net">rtrice@WCPSS.net</a>  | 2015-<br>Current | <p>I. RACIAL EQUITY INSTITUTE   Culturally Responsive Schools and Leading for Equitable Outcomes</p> <p>II. EQUITY LEADERSHIP AND COACHING SESSIONS   Building Leadership Capacity for Equitable School Discipline</p>  |
| Hayward Unified School District, CA                | Chien Wu-Fernandez,<br>Associate Superintendent,<br>Student and Family<br>Services<br>Hayward Unified School<br>District<br>510 784-2625<br><a href="mailto:cfernandez@husd.k12.ca.us">cfernandez@husd.k12.ca.us</a>  | 2016-2019        | <p>I. EQUITY FOCUSED LEADERSHIP PLANNING AND COACHING   Designing a Comprehensive District Approach Toward Achieving Equitable Outcomes</p> <p>II. EQUITY COACH PARTNERSHIP  Equity Leadership Coaching for HUSD Community Schools</p>  |
| District of Columbia Public Schools, Washington DC | Brenda Elliott,<br>Chief, School Improvement<br>and Supports<br>Office of School<br>Improvement and Supports<br>Social Emotional Academic<br>Development,<br>District of Columbia Public<br>Schools<br>202.654.6171<br><a href="mailto:brenda.elliott@k12.dc.gov">brenda.elliott@k12.dc.gov</a> | 2019-2020        | <p>I. SOCIAL EMOTIONAL LEARNING STAFF DEVELOPMENT   Reducing Racial Disparities in Discipline</p> <p>II. EQUITY IN EDUCATION VIRTUAL LEARNING SERIES   District Wide Professional Development</p>   |

## D. STATEMENT OF QUALIFICATIONS & PROPOSED PLAN OF OPERATIONS

Founded in 2012, the staff of The Equity Collaborative, LLC brings a deep knowledge of school systems, from the classroom level to the central office. The lead staff on this project have taught in diverse public schools, designed and led schools, and offered innovative professional development and coaching services for 25 plus years. We have a broad network of content experts with whom we subcontract as needed to ensure that every piece of the contract is delivered with unqualified expertise and precision.

Beyond our experience as educators, coaches, and professional developers, what makes The Equity Collaborative, LLC unique is a highly effective and pressure-tested approach to adult learning that promotes:

- High levels of engagement among participants
- Intrinsic motivation to change
- The adoption of new mindsets, beliefs, and values that facilitate shifts in behavior and practice
- Capacity-building among leaders, coaches, and teachers in the skills that seed sustainable organizational change.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. Our approach to adult learning is embedded in each of the strands outlined in this proposal.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. We believe that every interaction is a coaching opportunity. As a result, we are constantly adapting our work to meet the needs of the community and people we serve. Every piece of work is customized. This approach to adult learning is embedded in each of the strands outlined in this proposal. Working in partnership with the school leaders of Loudoun County Public Schools to prioritize the elements of need; we believe we can provide a powerful accelerant for growth and development of the educators that are a part of Loudoun County Public Schools.

### I. EQUITY LEADERSHIP COHORT | Supporting Division Leadership for Equity Implementation

Equity is a mindset and a way of working that is applied across district initiatives. It cannot be perceived as just another “task” that administrators or teachers have to add to their already full workloads. Equity can be a lens to focus current reform and improvement initiatives on the students who need the program benefits most. It can also be a mindset for how to integrate initiatives and decide which should be prioritized to work towards specific student outcomes. Division leaders have to be skillful in talking about, and coaching towards, equity in a way that allows others to embrace change and replace current reproductive practices with new relational and instructional approaches that support the social, emotional, and intellectual development of students who have traditionally been underserved.

Loudoun County Schools have been receiving equity driven support at the division, community, and board levels for the last few school years. As identified in the Request For Quote document, leaders in LCPS are currently implementing large scale division-wide initiatives around the following plans:

- Action Plan to Combat Systemic Racism
- Comprehensive Equity Plan with division-wide work in the following areas:
  - Diverse Recruitment, Hiring, and Retention
  - Deeper Learning and Culturally Responsive Instruction
  - Professional Learning and Coaching
  - Family and Community Engagement
  - Multi-Tiered System of Supports (MTSS)
  - Eliminating Disparities: Discipline and Opportunity Gaps

The Equity Collaborative proposes to continue to support this work by engaging the Equity Leadership in LCPS, the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist in a cohort workshop model aimed at developing leadership capacity to effectively lead the identified strands of work noted. The Equity Leadership Cohort will come together for a monthly workshop series that will support them to design and lead collaboratively across all departments. As named by LCPS, “the goal of a school system building stronger, equitable practices to yield greater access and opportunities for every student is contingent upon leaders being able to engage in reflective practices to determine the true effectiveness of work underway.”

**This Loudoun County Public Schools Equity Leadership Cohort Workshop Series is designed to:**

- Operate effectively as Equity Centered Educational leaders for all Division and school staffs;
- Implement and monitor the Comprehensive Equity Plan and the Action Plan to Combat Systemic Racism;
- Lead and support the LCPS Equity Leads and Principals across the division;
- Reflect on the effectiveness of the student voice model;
- Lead professional learning opportunities (on the Culturally Responsive Framework) for teachers and leaders in all schools across the division;
- Strategize and implement action to support teachers in the application of the Culturally Responsive Framework;
- Analyze (qualitative and quantitative) impact and effectiveness of the Culturally Responsive Framework and other programs based on the achievement growth of specific student groups;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

The learning agenda will focus on the works of John Powell and the Kirwan Institute, Steve Zuleback, David Rock, the Aspen Institute Roundtable on Community Change, John Hattie, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, and Julian Weissglass, amongst others. We will provide the educational leaders with articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around their experiences working a public education system.

## **II. EQUITY LEADERSHIP COACHING | Supporting Division Leadership for Equity Implementation**

The Equity Collaborative will partner and provide specific equity centered coaching to the Equity Leadership in LCPS, the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. The Equity Collaborative's approach to coaching support is to provide time as often as needed or requested. We believe practice is what changes behaviors and thus, systems and those changes are improved and enhanced by coaching support. Our job-embedded coaching will offer frameworks and align customizable tools to support the LCPS Equity Leadership and their own leadership in the schools across the division and the communities that they serve. The coaching time is intended to provide personal leadership growth and movement toward both self-identified and district goals. We will focus on developing the LCPS Equity Leaders' skill, knowledge and capacity to lead the division towards racial and cultural competence.

**The content and structure of this Equity Leadership Coaching is designed to support the LCPS Equity Leadership to:**

- Lead principals and schools to develop specific strategies and proactive measures to address equity issues schools face (ie. derogatory language and racial incidents);
- Develop the ability of Division Instructional Facilitators, the Equity and Cultural Competence Specialist and other identified specialized facilitators and HRTD instructional coaches to coach through an equity lens;
- Provide division level support for LCPS staff focused on supporting the teaching of racially sensitive topics;
- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;
- Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships.

The Equity Leadership Coaching support will focus on the works of David Rock, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, John Hattie, and Julian Weissglass, Zaretta Hammond, amongst others. We will utilize articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around the experiences working to transform a public education system.

## E. PRICING SCHEDULE & C. ORGANIZATION AND STAFFING

|              |   |  |
|--------------|---|--|
| <b>COSTS</b> | <p><b>I Equity Leadership Cohort</b><br/>                 Design and facilitate monthly cohort convenings with LCPS staff members charged with Equity Leadership including the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. Each Cohort Workshop will be facilitated by up to three Equity Collaborative facilitators and will be a Zoom session between 60-90 min in length. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series. All planning and preparation are included.</p>   | <p style="text-align: center;"><b>\$32,000</b><br/>                 (8 Cohort Sessions November 2020 - June 2021 @ \$4,000/session for up to three Equity Collaborative facilitators.<br/> <b>Staffing: Jamie Almanzán, Graig Meyer, and Dr. Aaron Johnson.</b>)</p> <p><i>All work is designed to be delivered remotely.</i></p>  |
|              | <p><b>II. Equity Leadership Coaching</b><br/>                 Provide direct coaching support for LCPS staff members charged with Equity Leadership including the Director of Equity, the Supervisor of Equity, the Director of Teaching and Learning, the Equity and Culturally Responsive Specialist Supervisor and the Equity and Culturally Responsive Instruction Specialist. 5 hours of coaching time per month, November 2020 through June 2021. This work may take the form of individual coaching (by phone or by Zoom), joining administrators in standard meetings, or convening specific equity leadership coaching meetings for the purpose of addressing this work. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are included.</p> | <p style="text-align: center;"><b>\$20,000</b><br/>                 (5 hours of coaching time/month to be divided amongst the five LCPS staff members charged with Equity Leadership in the division. To be delivered August 2020-June 2021 @ \$2500/month<br/> <b>Staffing: Jamie Almanzán and Dr. Aaron Johnson.</b>)</p> <p><i>All work is designed to be delivered remotely.</i></p> |
|              | <b>TOTAL</b>  | <b>\$52,000</b>  |

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
| 4/3/2019   | 19_The_Equity_Collaborative_LLC_Countersigned                                     | Agreement w/ work scope.  |
| 6/11/2019  | Equity_Collaborative_Inv#227_\$242000   | Qualitative Assessment Interviews and Focus Groups - 3 Facilitators - 11 Days of Time (4/11, 4/12, 4/23, 4/24, 4/25, 4/26, 5/13, 5/14, 5/15, 5/16, 5/17)<br><br>Equity Leadership Coaching, Ad Hoc Committee Facilitation, Planning and Preparation - 9 Days of Time - 1 Consultant (4/11, 5/11, 5/31, 6/6, 6/7 + two days/month of off site coaching spent supporting Dr. Ellis, Dr. Williams, Brenda Sheridan and Suyi Chuang on the equity work during the months of March, April, May, and June, 2019)  |
| 9/24/2019  | LCPS.Invoice.Jul.Sept2019_(002)_Equity_Collaborative                              | Coaching meetings with Division leadership 8/15, 8/16, 9/5, 9/6, 9/18, 9/19   |
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| 11/10/2020 | 21_The_Equity_Collaborative_LCPS_MA_fully_executed_11-10-2020_w_scope             | Master Agreement  |
| 1/19/2021  | 21_The_Equity_Collaborative_Virtual_countersigned_PVH_24000                       | Services Contract and schedule  |
| 1/27/2021  | The_Equity_Collaborative_Invoice_1_of_1_1.27.21                                   | \$26,000 Invoice for: November-January Equity Leadership Cohort Meetings and Individual Coaching for Equity Leaders   |
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| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

## **2021 Parkview High School, LCPS Services Contract**

This Agreement is made this **19<sup>th</sup> day of January, 2021**, between **The Equity Collaborative** and the **Parkview High School, LCPS** (“CLIENT”), regarding services to be provided by Jamie Almanzán, Partner and Equity Leadership Coach, The Equity Collaborative, LLC and colleagues. The identified contact and designee is **Kirk Dolson, Principal, Parkview High School, Sterling, VA**.

1. The Equity Collaborative, LLC agrees to provide **CLIENT** with the scope of work described in the proposal submitted and the deliverables, timeline, and cost identified below.

### **EQUITY CENTERED LEADERSHIP & COACHING INSTITUTE | Developing Equity Centered Facilitative Leaders (6 Sessions)**

This institute is for leaders of educators. District level, school building leaders, and coaches all benefit from having a set of equity-based skills for promoting adult growth and change. These sessions focus on individual coaching support and group facilitation.

- **Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21**
- **Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21**
- **Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21**
- **Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21**
- **Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21**
- **Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21**

This scope of work, with materials, planning, preparation, and research support, on behalf of the CLIENT is in exchange for total payment of **\$24,000** for virtual “Remote” delivery of services. Each workshop session is inclusive of time spent working with and/or on behalf of the CLIENT. Payments made by CLIENT pursuant to this Agreement are inclusive of travel expenses (if needed). All expenses shall be pre-approved by CLIENT before being incurred.

2. CLIENT will allocate appropriate time and human resources to permit The Equity Collaborative, LLC to complete the work outlined in the submitted proposal of work. CLIENT staff will actively participate in the events, hosting and attending site visits and peer reviews, and sharing information with audiences as appropriate.

3. CLIENT will participate in The Equity Collaborative’s, LLC research and evaluation efforts including, but not limited to, data collection, surveys, and/or focus groups, and will provide The Equity Collaborative, LLC with current data on school demographics, enrollment, staffing, and student achievement.

4. CLIENT will pay The Equity Collaborative, LLC for the services outlined in this contract within 30 days of receipt of invoice. If payment is not received by The Equity Collaborative, LLC within 30 days of sending invoice, the account will be deemed delinquent and all outstanding amounts will become immediately due and payable. Services delivered in excess of the amount outlined above must be agreed to in writing and then will be billed monthly, with payment due upon receipt of invoices. **Named services will be billed in ONE installment after Session 4, March 8, 2021** to be paid as services have been delivered with any fees and expenses beyond the scope of this agreement, if applicable.

5. Should CLIENT seek services beyond those named in the contract from The Equity Collaborative, LLC, the parties may negotiate an additional and/or amended Agreement for services beyond this agreement. Any such amendment/extension of this Agreement shall require the written agreement of both CLIENT The Equity Collaborative, LLC.

6. CLIENT agrees to provide attribution to The Equity Collaborative, LLC should they choose to reproduce or distribute any materials developed, created, or provided by The Equity Collaborative, LLC at no additional charge unless otherwise indicated in writing.

7. Any notice given under this Agreement shall be sufficient if it is in writing and if sent by certified or registered mail. Notices shall be directed to the following addresses:

**CLIENT: Kirk Dolson, Principal, Parkview High School, LCPS, 400 W. Laurel Ave. | Sterling, VA 20164**

**CONTRACTOR: The Equity Collaborative, LLC: P.O. Box 14 | Hillsborough, NC 27278**

1. Either party may terminate this Agreement with thirty days written notice. If the Agreement is terminated by The Equity Collaborative, LLC, The Equity Collaborative, LLC will present CLIENT with a report outlining work completed through the date of termination. And CLIENT will only be responsible for paying for services rendered up until the date of termination.

2. Governing Law: This Agreement shall be construed and enforced in accordance with the laws of the Commonwealth of Virginia.

3. Complete Agreement: It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties on the subjects encompassed herein and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.

4. Authority: Each person signing below represents and warrants that he/she is authorized to enter into this Agreement and to commit his/her organization to its terms.

VENDOR SIGNATURE:  DATE: **2.1.21**

Jamie Almanzán, Partner and Equity Leadership Coach, The Equity Collaborative, LLC

CLIENT SIGNATURE:  DATE: 2-22-21

Scott Meisenzahl Supervisor, School Improvement  
Kirk Dolson, Principal, Parkview High School, LCPS

The CLIENT represents that it has full power and authority to enter into this Agreement and that is binding upon the Client and enforceable in accordance with its terms.

**Please direct invoices and payment related questions to:**

Jamie Almanzán, The Equity Collaborative, LLC

P.O. Box 14 | Hillsborough, NC 27278

510.967.4705

| Date       | Filename  | Contents (Summary or Text From Doc)   |
|------------|---|---|
| 8/20/2018  | The_Equity_Collaborative_Invoice_197_\$6000                                       | Invoice: Equity Leadership Team Planning Meeting Facilitation 8.17.18   |
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| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

# Invoice



Date: January 27, 2021

From:  
The Equity Collaborative  
c/o Graig Meyer  
EIN 47-1327872  
PO Box 14  
Hillsborough NC 27278  
919-824-4180  
gmeyer@theequitycollaborative.com

To:  
Loudoun County Public Schools  
2100 Education Court  
Ashburn VA 20148  
Attn: Mark Smith

| <u>Description of Services</u>   | <u>Amount</u>         |
|--|-----------------------|
| <b>November-January</b>  | \$26,000              |
| <ul style="list-style-type: none"><li>• Equity Leadership Cohort Meetings</li><li>• Individual Coaching for Equity Leaders</li></ul> |                       |
| Invoice 1 of 2 for 2020-21   |                       |
|  | <b>Total \$26,000</b> |

Travel and incidental expenses are included in the total fee.

Please make payment to: **The Equity Collaborative** at the address above.

**THANK YOU FOR THE OPPORTUNITY TO SERVE YOU!**

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| 5/19/2021  | The_Equity_Collaborative_#LCPS_May_19_2021  | Invoice Feb-May Cohort Meetings (\$26,000)  |

# Invoice

Date: March 11, 2021



From:  
The Equity Collaborative  
c/o Graig Meyer  
EIN 47-1327872  
PO Box 14  
Hillsborough NC 27278  
919-824-4180  
gmeyer@theequitycollaborative.com

To:  
Parkview High School  
Loudoun County Public Schools  
400 W. Laurel Ave.  
Sterling, VA 20164  
Attn: Kirk Dolson  
PO: 53436

| <u>Description of Services</u>  | <u>Amount</u>         |
|---|-----------------------|
| Equity Centered Leadership and Coaching Institute<br>Session 1: Using an Equity Transformation Frame, Scheduled for 2/1/21<br>Session 2: Listening as a Culturally Responsive Skill, Scheduled for 2/8/21<br>Session 3: Addressing Inequities through Coaching, Scheduled for 3/1/21<br>Session 4: Practice Using Coaching Skills to Support Adults to Grow and Change, Scheduled for 3/8/21<br>Session 5: Managing Team Dynamics for Multiple Perspectives, Scheduled for 4/5/21<br>Session 6: Facilitating Groups to Grow and Change, Scheduled for 4/12/21 | \$24,000              |
| Invoice 1 of 1  |                       |
|   | <b>Total \$24,000</b> |

Travel and incidental expenses are included in the total fee.

Please make payment to: **The Equity Collaborative** at the address above.

**THANK YOU FOR THE OPPORTUNITY TO SERVE YOU!**

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# Invoice

Date: May 19, 2021



From:  
The Equity Collaborative  
c/o Graig Meyer  
EIN 47-1327872  
PO Box 14  
Hillsborough NC 27278  
919-824-4180  
gmeyer@theequitycollaborative.com

To:  
Loudoun County Public Schools  
2100 Education Court  
Ashburn VA 20148  
Attn: Mark Smith

| <u>Description of Services</u>   | <u>Amount</u>         |
|--|-----------------------|
| <b>February-May</b>  | \$26,000              |
| <ul style="list-style-type: none"><li>• Equity Leadership Cohort Meetings</li><li>• Individual Coaching for Equity Leaders</li></ul> |                       |
| Invoice 2 of 2 for 2020-21   |                       |
|  | <b>Total \$26,000</b> |

Travel and incidental expenses are included in the total fee.

Please make payment to: **The Equity Collaborative** at the address above.

**THANK YOU FOR THE OPPORTUNITY TO SERVE YOU!**