

# NORTHUMBERLAND COUNTY PUBLIC SCHOOLS



To: Members of the Northumberland County School Board

From: Adam Letizia, Division Equity Officer

Date: May 10, 2021

Dear Members of the Board,

On behalf of the Equity Committee, please accept this report that has been prepared for your review and consideration. The committee has worked diligently over the course of the school year. It has identified inequities, reviewed substantial data, and makes the following recommendations in the areas of student participation in certain programs, student discipline, and student achievement. Thank you for your review of this report and if you have any questions for the committee, please do not hesitate to let me know.

## **Committee Members**

Amanda Schimmoller  
Patrick Simmons  
Stacey Lee  
Virginia Booth  
Aariana Hudson  
Dr. Holly Wargo  
Latasha Lee  
Lee Hudson Metsala  
Marvin Johnson

Kristy Self  
Shauna McCranie  
Dr. Jamie Sears  
Amy Jones  
Demetrius Cox  
Javornda Ashton  
Dr. Linwood Blizzard  
Amaya Crabbe  
Thomas Tomlin

# **Northumberland County Public Schools**

## **Equity Committee Plan**

### **Student Participation in the Chesapeake Bay Governor's School (CBGS), the Northern Neck Technical Center (NNTC), and the Honors, and Talented and Gifted Programs (TAG)**

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#### **1. A review of data identifies inequities in participation based on race, gender, and economic disadvantage.**

- A. There is disproportionate underrepresentation of black students participating and overrepresentation of white students participating; (CBGS, NNTC, Honors, and TAG)
- B. There is disproportionate overrepresentation male students participating and underrepresentation of female students participating. (NNTC)
- C. Hispanic and English Language learners are represented while economically disadvantaged students are underrepresented. (CBGS, Honors, and TAG)

#### **2. How and what is needed to accomplish equitable representation?**

##### **CBGS, Honors, and TAG**

- A. Institute the talent development and young scholars program at NES in grades K-2 by adding an additional gifted resource teacher.
- B. Professional development for current staff and hiring culturally competent educators.
- C. Communication-Pamphlets, Brochures, Surveys, and Forums- Communication and parental involvement are essential in educating and supporting gifted development.
- D. Mentoring programs, arts and humanities programs, independent study programs, and passion projects to promote minority students full potential.
- E. Rigorous Programs-21st century skills, STEM, project-based learning, computer science and engineering programs must provide challenge, choice, and achievement regardless of race, background, or economic standing.
- F. Showcasing and responding to the hopes and dreams of the gifted and talented students must be a priority through passionate educators and engaged students.

##### **NNTC**

- G. Multiple field trips during the middle school years as part of career exploration;
- H. Additional exposure for ninth grade students;
- I. Current NNTC ambassadors/students to present to students and share their experiences.
- J. Increase awareness of NNTC programs to families and the community.

## **Student Achievement**

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### **1. A review of data identifies inequities in participation based on race, gender, and economic disadvantage.**

- A. Division data shows achievement gap in English for black students and students with disabilities
- B. Thirty five percent of black students in the division scored below proficient on Reading in grades 3-8 and 11.
- C. Forty-one percent of SWD in the division scored below proficient in Reading in grades 3-8

### **2. How and what is needed to accomplish equitable representation?**

- A. Partnerships between the school and the community to provide intervention in the area of Reading and Writing.
- B. Implementation of a Reading Specialist to target individualized literacy skills for students.
- C. Effective training in literacy intervention
- D. Funding for staffing and community partnerships
- E. Assessments for middle school students regionally and nationally
- F. Listening sessions targeted for black students to discover how their learning has changed overtime between grades 3 -12
- G. Breakdown of divisionwide student subgroups to see overlaps in subgroups and the overall data.
- H. Implement culturally responsive materials and resources now.
- I. Explore outside resources including VDOE, for support of implementation of diversity, equity and inclusion in NCPS

## **Student Discipline**

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### **1. A review of data identifies inequities in participation based on race, gender, and economic disadvantage.**

- A. More than half of Virginia school divisions have moderate or high disproportionality among Black student suspensions compared to Non-Black students
- B. Black students at NCPS have 2 times the risk of receiving at least one referral compared to Non-Black students
- C. Black male students have higher rates of out-of-school suspensions when compared to Non-Black male and female students and Black female students.
- D. Time missed from class due to out-of-school suspensions is 2 times higher for Black male students when compared to White males

### **2. How and what is needed to accomplish equitable representation?**

- A. Revise NCPS Code of Conduct to support implementation of VDOE's Model Guidance for Positive and Preventative Code of Student Conduct and Alternatives to Suspension
- B. Incorporate social emotional learning, restorative practices, trauma informed care, and equity practices in the NCPS Code of Conduct.
- C. Ongoing staff training from qualified VDOE Equity personnel
- D. Include SRO in equity meetings, planning, and conversations moving forward
- E. Provide quality book study, with meaningful experiences and discussions for all staff