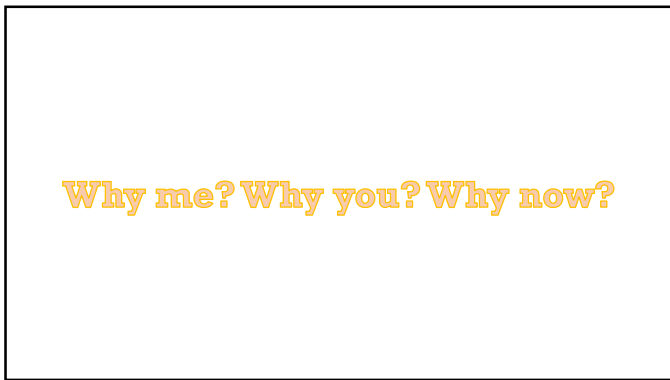




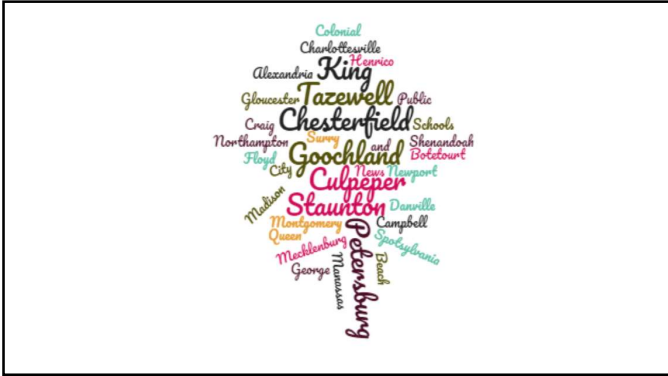
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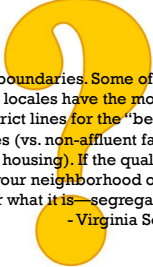
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3. Review your school boundaries. Some of our most diverse and Democratic-controlled locales have the most gerrymandered school districts where the district lines for the “best schools” are drawn to include affluent families (vs. non-affluent families) and single-family homes (vs. multifamily housing). If the quality of your education is based on the color of your neighborhood or income bracket, then we have to identify that for what it is—segregation by color and class.
- Virginia Secretary of Education Qarni

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A key part of your job.

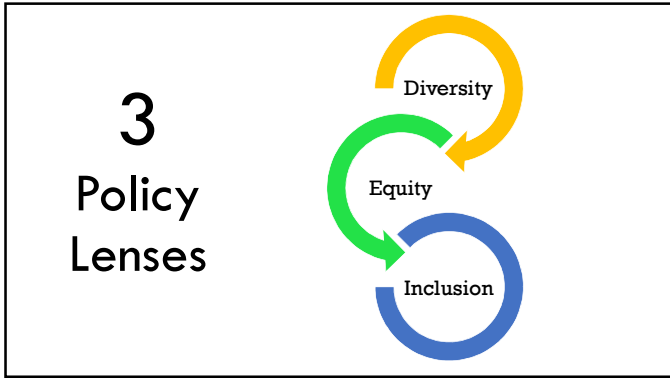
A. Authority- The Loudoun County Public Schools is vested with the authority to "provide for the consolidation of schools or **redistricting of school boundaries or adopt pupil assignment plans** whenever such procedure will contribute to the efficiency of the school division." [Code of Virginia: Section §22.1-79 (4)]

8

Fairfax County Public Schools
Policy 8130.7 Section IX

Numerous factors may be considered when consolidating schools, **redistricting school boundaries**, or adopting **pupil assignment plans...**

9



10



11

- Benefits of
Diverse, Equitable, & Inclusive schools**
- ▲ Academic achievement
 - ▲ Problem-solving, Critical Thinking, Communication skills
 - ▲ Likelihood of dropping-out
 - ▼ Prejudice
 - ▼ Intergroup relationships for a multi-racial society
 - ▲ Life outcomes (educational, career attainment, earnings, health)
 - ▲

12



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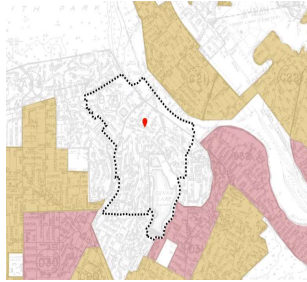


15

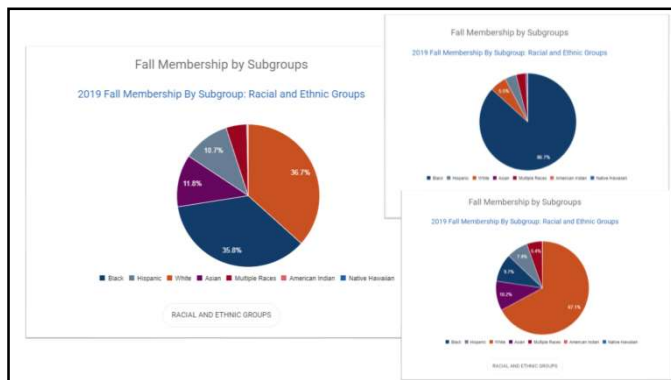
Yours, mine—but where's OURS?

"The concept of 'neighborhood schools' is malleable and driven by who and where 'the others' live...Contemporary neighborhoods are not divinely ordained land divisions, planted into the ground with immovable force. Nor were they formed as social classes and races 'naturally' gravitated toward their own. Rather, neighborhoods were, and continue to be, constructed through man-made political and economic decisions and processes—ones too often designed to propagate racial and social segregation."

Kimberly Quick
The Century Foundation



16



17

CHILDREN OF THE DREAM
WHY SCHOOL INTEGRATION WORKS
RUCKER C. JOHNSON
with ALEXANDER NAZARYAN

"There is not one school district in the country that has high levels of racial and economic segregation and low achievement gaps. Not one. We do not know how to "just provide better schools in high-poverty, segregated areas." - Sean Reardon

18



19



20

Last but not least...

- **School boards** are the most local of democracies
- **Children** are the most local of issues for parents
- **Everyone's** been to school!

21



22

PREPARATION

Research

- National Coalition on School Diversity
- The Century Foundation
- Follow me! @bridgesjk

Expectations



23



24



25

PROCESS

- Criteria
- Roles & Selection– Committee, Consultant
- Engagement
- Meetings
- Decision-making

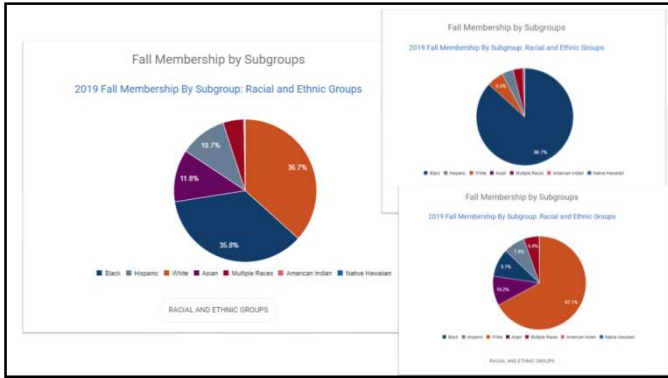


26

**Suffolk School Board
Division-Wide Rezoning Criteria**

- Establish contiguous attendance zones using established roadways and geographical features to the greatest extent possible
- Respect established neighborhood boundaries where possible
- Redistribute student population to more efficiently take advantage of available seats in all buildings
- Reduce mobile unit usage across the division
- Attempt to create more efficient bus routes
- **Attempt to maintain diversity that closely matches the school division overall**

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Gloria N. Ngandu and Nancy E. Gutierrez
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30



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32



33

POLICY

- Keep score
- Codify process
- Standing DEI committee
- Board, staff, and teacher training

34



35

Focusing Event

"...76% of Americans now say that racial and ethnic discrimination is a big problem in the United States, while 16% say it is a lesser problem and just a matter of not a problem. The number who say discrimination is a big problem has increased from 40% in January 2015 and 68% in July 2016. Large majorities of Americans who are black (90%), from other minority groups (81%), and white (71%) say racial and ethnic discrimination is a big problem."

- Monmouth University Polling Institute 06/02/20

36

The white flight that wasn't: New data reveal that Brooklyn school integration is working

By BRAD LANDER, NYAH BERG and DAVID TIPSON
NEW YORK DAILY NEWS | 10:00 AM 2019 | 4:27 PM

37

“Unless our children begin to learn together, there is little hope that our people will ever begin to live together.”

– Justice Thurgood Marshall
Milliken v. Bradley dissent (1974)

38

Help build national database

<https://forms.gle/x9ayE1gu7By8Twar8>

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40
