



Board Update: Anti-Racism Policy

Thur, Nov 12



ACPS Anti-Racism Policy Statement

Position Statement: Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values and goals.

Anti-Racism Steering Committee

Dr. Bernard Hairston, *Cabinet Sponsor*
Jasmine Fernández, *Anti-Racism Program Manager & Project Advisor*
Alfred Toole, *Learning Technology Integrator*
Helen Dunn, *Legislative and Public Affairs Officer*
Karen Waters-Wicks, *Community Education Program Coordinator*
Daphne Keiser, *Director of Education Quality*
Jay Thomas, *Director of Secondary Education*
Kasaundra Blount, *Principal*
Nicholas King, *Director of Student Services*
Pearl Early, *Student Support Program Manager*
Seth Kennard, *Principal*
Catrina Sims, *Lead Coach*
John Hobson, *Lead Coach*

Leilani Keys, *Equity Specialist*
Michele Castner, *Director of Elementary Education*
Ayanna Mitchell, *Equity Specialist*
Jim Foley, *Director of Transportation*
Jennifer Sublette, *Director of Professional Development*
Joe Letteri, *Director of Building Services*
Lars Holmstrom, *Equity Specialist*
Rosaura González-Muñiz, *Assistant Principal*
Chris Gilman, *Coordinator of Research and Program Evaluation*
Gwedette Crummie, *Principal*
Jamie Gellner, *Director of Program Evaluation*

Background

The student-led policy group decided on five major sub-categories for the regulations of the policy:

- Policy Communication
- Leadership and Administration
- Curriculum and Instruction
- Professional Learning/Training
- Policy Enforcement

Logic Model



Progress-to-date:
Committee Updates



Policy Communications



"2020 Vision: Seeing Coronavirus through an Anti-Racist Lens"
Albemarle County Public Schools
A Virtual Town Hall for Teens on Saturday, May 23 at 2 pm
Hosted by the Albemarle County Public Schools Student Equity Advisory Team (SEAT)
Come have a SEAT at the table to learn to identify individual, structural and institutional racism, and how to keep yourself, your family and vulnerable members of the community safe from COVID-19

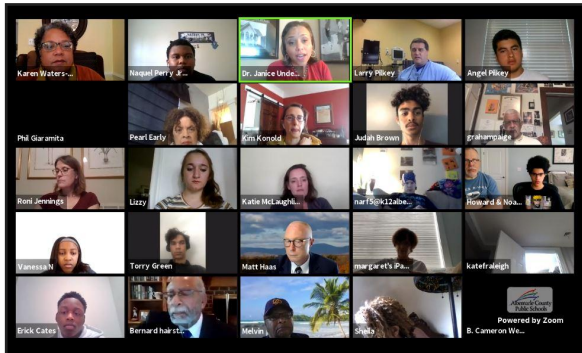
PANELISTS

Dr. Cameron Webb, Assistant Professor of Medicine and Public Health Sciences, University of Virginia
Dr. Jenise Underwood, PhD, Chief Diversity, Equity and Inclusion Officer for the Commonwealth of Virginia
Mr. Lawrence Filby, Hospitalist at Sentara Martha Jefferson Hospital

PRE-REGISTRATION REQUIRED: To receive a ZOOM meeting invitation, visit <https://tinyurl.com/teentownhallregistration> or call 434-975-9450

In Partnership with: Albemarle County Public Schools Office of Community Engagement, Albemarle County Public Schools, Community Education, ACPH NOBE II, Chapter, Virginia Department of Health, and The Equity Center at the University of Virginia, and Youth-Net: The UVU Center to Promote Effective Youth Development

- Student Equity Advisory Team (SEAT) launched in the Spring of 2020
- Student-led town hall arranged by SEAT in May of this year as a means of educating the community on the concept of structural racism.



Leadership Administration



- Human Resource (HR) Equity Assessment
 - Formation of an Equity Team
 - Transforming Organizational Culture Assessment (TOCA) tool
 - Racialized feedback from employees

Curriculum & Instruction

Culturally Responsive & Anti-Racist Curriculum Assessment

ACPS Characteristics of Culturally Responsive Teaching	Elements that could be leveraged in curriculum to promote anti-racist pedagogy and improve student outcomes	Curriculum Assessment Reflection
CRT Characteristic 1 Culturally Responsive Teachers acknowledge and incorporate the cultural influences of all students, while reflecting on their own personal cultural influences.	Personal Reflection	How do my own cultural influences affect the way I communicate and design curriculum and learning activities? How might my pedagogical beliefs impact the curriculum and learning activities? How has the dominant narrative affected my own educational journey and how does it influence the way I choose to teach my content?
CRT Characteristic 2 Culturally Responsive Teachers learn to and teach through culture as they plan, construct, and instruction that is differentiated, rigorous, and relevant.	Multiple Perspectives	Are diverse experiences and perspectives represented with respect to difference? Are students invited to share their views and explore their own cultural, social, or personal perspectives? Are the cultures represented by my students and their communities represented through relevant content connections?
CRT Characteristic 3 Culturally Responsive Teachers build positive learning partnerships with students and families.	Critical Lens	Are students encouraged to examine materials, events, and narratives critically, through their and others' cultural lenses, according to power dynamics? Are there opportunities for my community of learners to identify, address, and contextualize stereotypes or assumptions that are damaging to marginalized communities?
	Relevance	Do questions connected to students' identities, communities and/or the world of the learning? Are students encouraged to connect their own theories of learning and meaning-making to those of their communities and the world? Will students process their learning in ways that affirm their own culture and worldview?
	Rigor	Are students assisted in connecting their own knowledge about concepts that handle beyond the unit of study? Will students grow in understanding, thinking, writing, and speaking that extends beyond the classroom as a result of the curriculum? Will this curriculum provide rigorous opportunities to promote separate and students growth?
	Relationships	Are students' unique gifts, strengths, talents, and needs acknowledged? Will this curriculum provide space for the to operate in a learning experience with students? Does this curriculum promote positive learning relationships built on trust and academic excellence, and promote increased academic confidence?
	Family Partnerships	Do I have opportunities in place to formally request feedback from my students and families and support to their feedback? Does this curriculum recognize and incorporate the cultural values, knowledge, and families possess in relation to the way I choose to teach the curriculum, viewing families as assets? Does this curriculum show their reciprocity and central part in learning in my context, instructional practices, and relationships with families?



Christian Cotz @ChristianCotz · Oct 10

@JMMontpelier & @k12albemarle welcomed @ProfJeffries to a community conversation re: [#ReframingTheNarrative](#) tonight @JSAAHC. Teachers & OSU students met afterwards to discuss their experiences.



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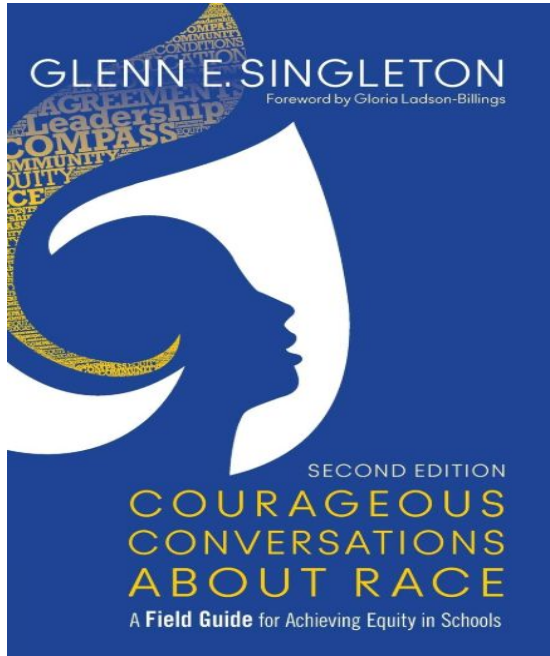
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- Curriculum Assessment and Resource Review
 - English Language Arts
 - Social Studies

Training



- A division-wide book study and train-the-trainer model focused on Glenn Singleton's field guide, *Courageous Conversations About Race*
- School administrators and department leaders have been tasked with facilitating the book study and training their staff.

Training

ACPS Anti-Racism Policy Orientation

"The Albemarle County School Board and Albemarle County Public Schools reject all forms of racism as destructive to the Division's mission, vision, values, and goals."

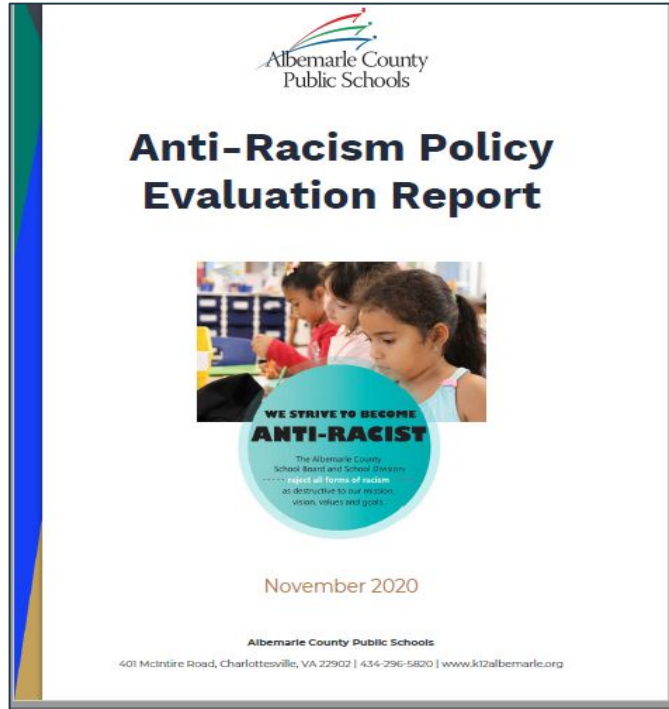
- ACPS Policy ACC, "Anti-Racism,"

Adopted February 19th, 2019



- A review of the policy's purpose, guiding principles, and definitions; and video exemplars to support understanding of key concepts.
- To ensure accessibility, the orientation includes a voice-over and is translated into Spanish

Policy Enforcement



- This annual report is a key deliverable of the Anti-Racism Policy and the Policy Enforcement Subcommittee



Lessons Learned & Next Steps

Lessons Learned

- **Strengthening the Committee and Division's Proficiency Regarding Race**
- **Expanding Internal Capacity**
- **Student Voice**

We have to realize we
are building a movement.

Dorothy Height

 quotebot

Next steps (2020-2021)

Policy Communications

- Reporting Acts of Racism
- Public Awareness Campaign

Leadership & Administration

- Course Enrollment Disparities
- Human Equity Team

Training

- Redesign the Teacher Appraisal Performance (TPA)

Curriculum & Instruction

- Anti-Racism Curriculum Framework
- Winter 2020 Discussion Group: Letting Go Of Literary Whiteness
- Book Collection Audits
- Critical Literacy Pedagogy
- Teaching Hard Literature

Policy Enforcement

- Shift Evaluation Timeline
- Staff and Student Channels to Report Racism



Next Update:
May 2021





Q&A and Remarks