

ACPS Equity Policy Review Checklist



Albemarle County Public School Division’s shared equity mission is to end the predictability of social and cultural factors on student success by working together with families and communities to ensure each individual student’s success (ACPS Equity & Access Initiative: A Call to Action, 2017).

Name: Jackson Zimmerman

Please return to [Name] by:

Title: Policy JN, Student Fees, Fines, and Charges

Steps:

1. Review the policy against the checklist. If you can answer “yes” to item 1, “no” to item 2, and “yes” to item 3, then the equity threshold has been met; if not, proceed to step 2.
2. Make revisions to the policy
3. Review the revised policy against the checklist
4. After the second review, if you cannot answer “yes” to item 1, “no” to item 2, and “yes” to item 3, or if you are unsure what changes to make, this warrants referral to the review committee

Equity Policy Review			
	Yes	No	Comments
1. Will the policy have a <u>positive</u> impact on equity, inclusion and full participation of all people?	X		Most fees are eliminated, but not all. The fees that are left have opportunities for scholarships/coverage of these fees. Fees covered for advanced placement exams for economically disadvantaged students.
2a. Is there a likelihood of <u>adverse</u> impacts with respect to equity (or are there already adverse impacts)?	X		<p>While we have improved the policy, there are still areas that could cause inequities, particularly for our economically disadvantaged students. We discuss AP fees with families and students and the policy states we will cover for those in need, but it relies on families/students letting the school know that they need the funds. This holds true for the other fees as well. There are scholarships available for those who express the need to school staff; we must continue to monitor and have conversations around this topic.</p> <p>There may competing interests for some fees; for example, the Driver Education Fee. If we eliminated it, would the demand rise so high that we couldn’t accommodate? Would the other businesses in the county lose business?</p>
2b. If yes, which “classes” might be affected?	<input type="checkbox"/> Sex <input type="checkbox"/> Gender (Identity and/or Expression) <input type="checkbox"/> Race <input type="checkbox"/> Color <input type="checkbox"/> National origin <input type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Ancestry <input type="checkbox"/> Age <input type="checkbox"/> English language status <input type="checkbox"/> Marital Status <input type="checkbox"/> Genetic information <input type="checkbox"/> Sexual orientation		

	<input type="checkbox"/> All classes <input checked="" type="checkbox"/> Cannot identify a specific class (Economically disadvantaged/Free and Reduced Lunch students)		
3. Is there anything in place in the policy or elsewhere to ensure accountability (such as equity-focused benchmarks or data points)?	X		If yes, describe: 5 fees have scholarship opportunities. Board reviews the fees annually and this list is updated annually. Counselors survey students about course selection process.
4. Should changes be made to make the policy more equitable and inclusive?		X	Made some changes to wording to be more inclusive.
5. Should this policy be referred to the Equity Policy Review Committee?		X	

Note: The review committee will consist of a panel of at least three individuals representing ACPS Staff and Diversity & Equity Advisory Committee (DEAC) members who have received relevant training in using the equity tool. Updated February 2019