ACPS Equity Policy Updates

June 2023

Introduction

❏ Importance of Anti-Racism and Transgender/Gender Expansive Policy;

❏ Alignment with Strategic Plan;

❏ Focus on Access, Achievement, & Opportunity Gaps;

❏ Committee Members Engagement in Policy Work; and

❏ Next Steps/Future Initiatives

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DEPT. OF COMMUNITY ENGAGEMENT

Strategic Plan: Learning for All

Albemarle County Public Schools

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

- Equity
- Excellence
- Family and Community
- Wellness

GOALS

Thriving Students

Affirming and Empowering Communities

Equitable, Transformative Resources

STRATEGIC PLAN
Learning for All

Albemarle County Public Schools

ADAPTABILITY · ANTI-RACISM · COMMUNICATION · CREATIVITY · CRITICAL THINKING · EMPATHY · LEARNER'S MINDSET · SOCIAL JUSTICE AND INCLUSION

GOAL 1

THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

GOAL 2

AFFIRMING AND EMPOWERING COMMUNITIES

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

GOAL 3

EQUITABLE, TRANSFORMATIVE RESOURCES

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

ACPS School Board Educational Philosophy

Adopted: July 1, 1993

Equal Educational Opportunities Policy JB
Adopted: July 1, 1993

Equity Education Policy IGAK
Adopted: November 8, 2001

Anti-Racism Policy ACC
Adopted: February 28, 2019

Policy on the Treatment of Transgender and
Gender-Expansive Students JBA
Adopted: August 12, 2021

Policy Collaboration & Alignment

Anti-Racism Policy Committee (Policy ACC)

A B A R

Treatment of Transgender & Gender Expansive Students Policy Committee (Policy JBA)
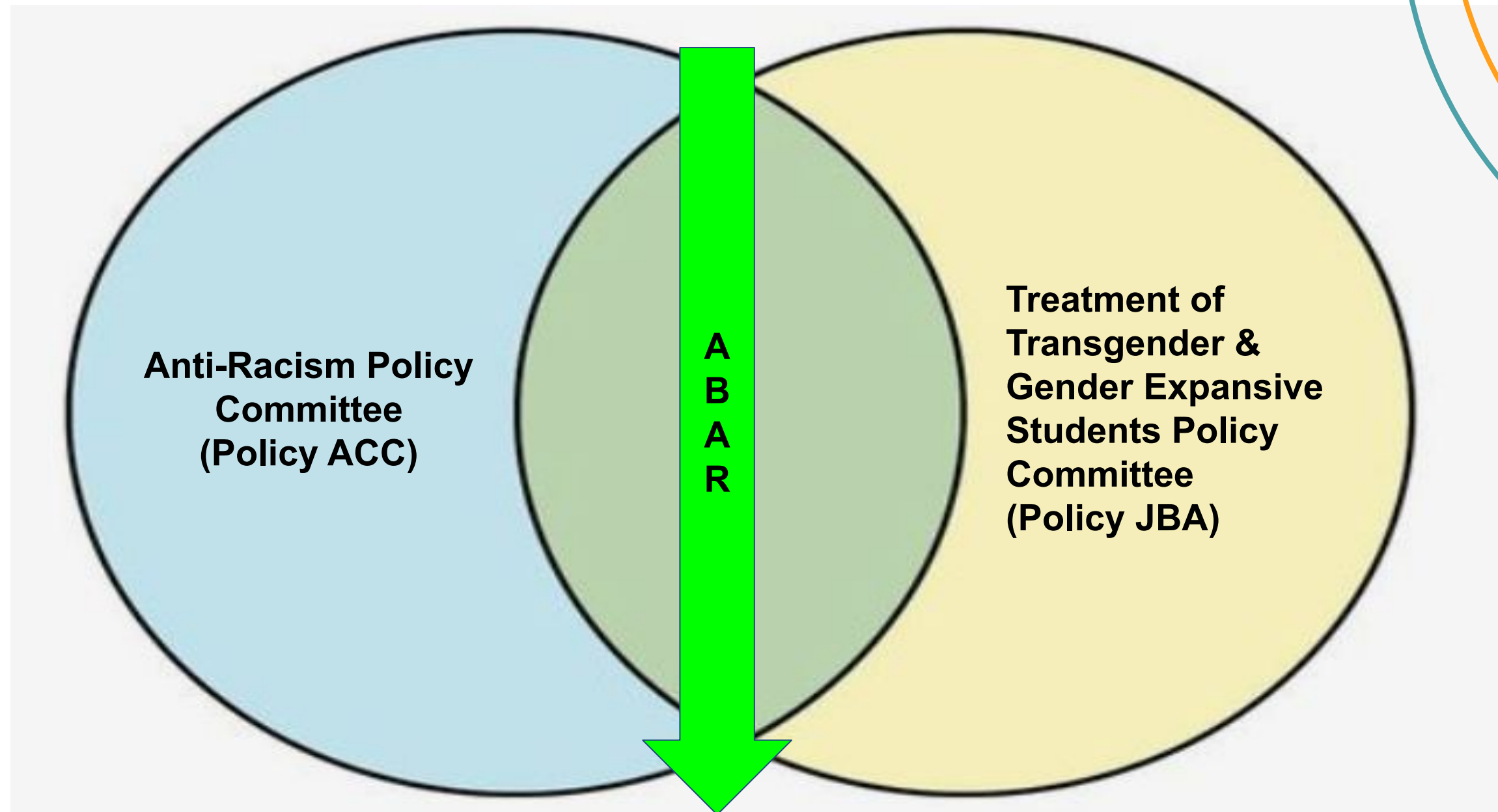
Redevelopment and Alignment of Tools and Processes:

- Revised the Anti-Racism Decision Making Tool to the Anti-Racism/Anti-Bias Decision Making Tool (ABAR)
- Revised Learning Resource Vetting Tool to ABAR focused Learning Resource Tool
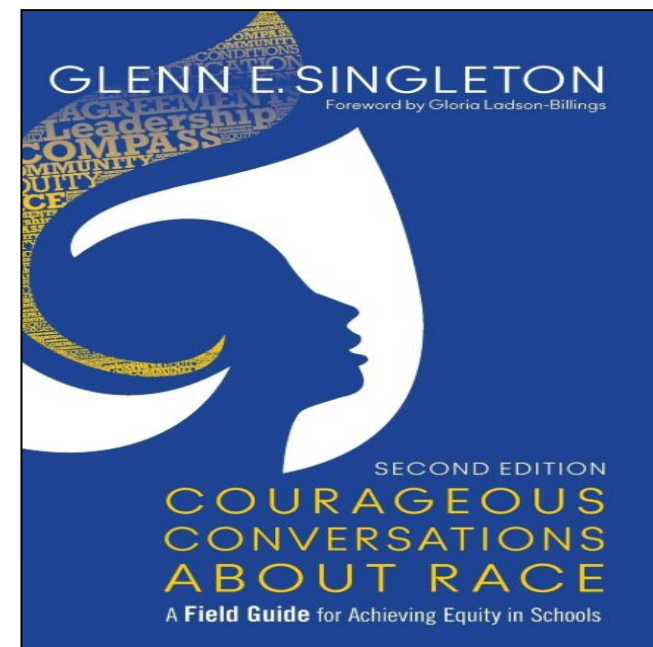
Anti Racism Annual Policy Updates

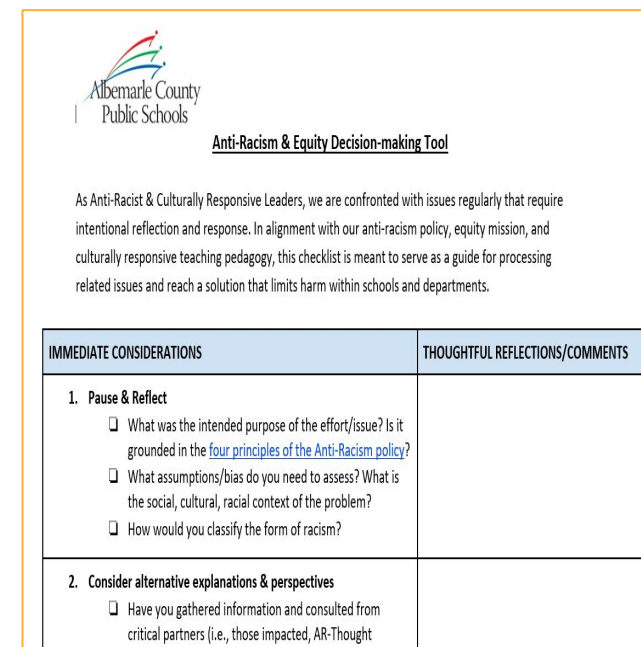# Anti-Racism Policy History

SY 19-20

Development of internal structure (i.e., Project Manager and subcommittees; monthly meetings)
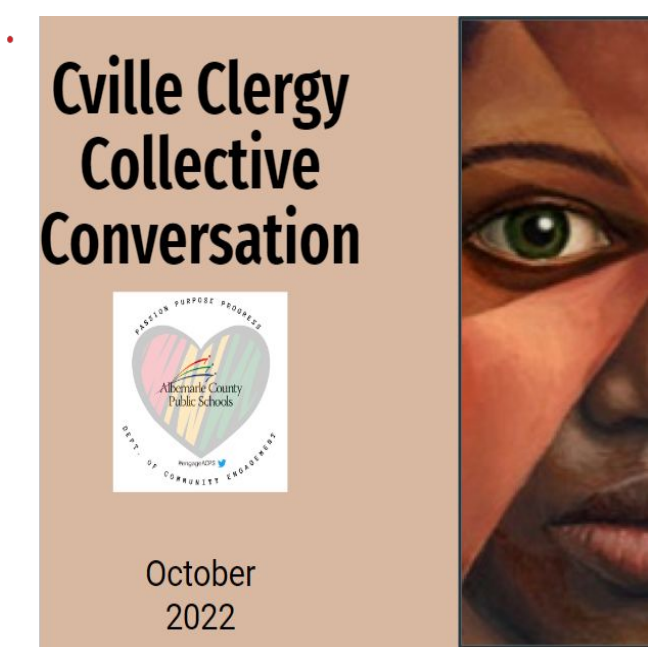
SY 20-21

Foundational training; building the racial consciousness of all staff (i.e., CCAR Series and Anti-Racism Orientation)

SY 21-22

Strengthening the capacity of school and departmental leaders to address acts of racism (i.e., Anti-Racism Decision-making Tool)

SY 22-23

Developing new & updating existing tools to focus on ABAR & expanding AR awareness in the community

Anti-Racism Steering Committee

Dr. Daphne Keiser, *Cabinet Sponsor*
Dr. Eric Irizarry, *Director of Equity, Family,& Community Engagement, Project Lead*
Ayanna Mitchell, *Director of Equity Education*
Karen Waters, *Director of Community Education*
Jamie Gellner, *Director of Program Evaluation*
Chris Gilman, *Coordinator of Research and Program Evaluation*
Sara Dusenberry, *Data Analyst and Reporting Specialist*
Mark Leach, *Assistant Director of Enterprise Applications*
Dr. Jesse Turner, *Director of Student Services*
Kimberly Gibson, *Lead Coach*
Neeley Minton, *Lead Coach*
Ida Mae Craddock, Media Specialist
Shay Shifflett-Carter, Equity Specialist
Monica Laux, Media Specialist
Leslie Willis, Equity Specialist
Josh Walton, Principal
Mark Leach, Director of Enterprise Applications
Leilani Keys, Assistant Principal

Anti-Racism Committee Areas of Focus

Curriculum & Professional Learning

Professional learning on new & updated curriculum & decision making tools, supporting science framework, ensuring books & materials have diverse representation

Intentional Community Engagement

Disaggregate Panorama/Gallup employee and student surveys by demographics; forums & listening sessions, to identify & promote strategies and resources to tackle existing gaps
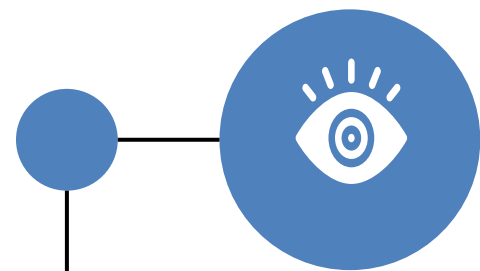
Reporting Acts of Racism

Institutionalize the use of the Anti-Racism Anti-Bias Decision Making Tool and the internal code to track school incidents of racism; provide more training to admin on how to document & address acts of racism, including use of restorative justice.
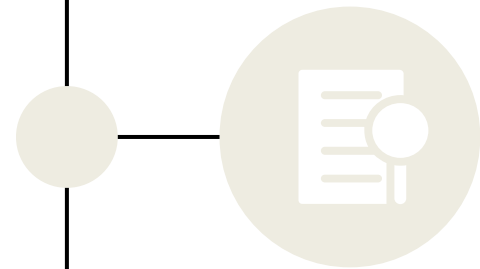
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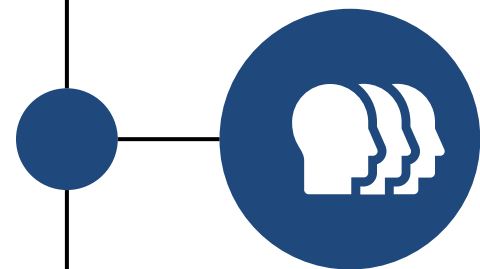
Anti-Racism Committee Projects

Anti-Racism Orientation
Full-Integration in HR orientation for full-time staff and the School Board
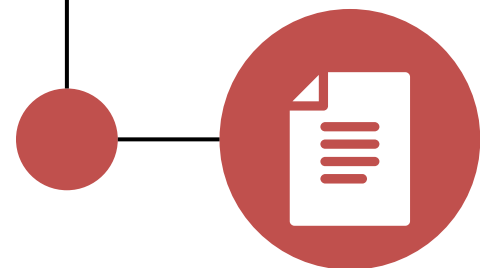
Development of Anti-Racist/Anti-Bias Decision Making Tool
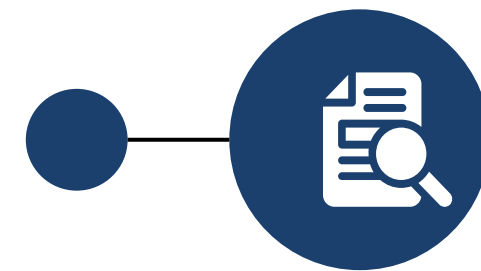Developed new tool, trained and facilitated use of tool with school & dept. leaders

Community Sessions (4)
Increased Anti-Racism sessions delivered to community stakeholders
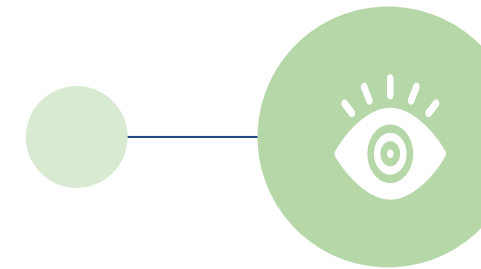
ABAR Learning Resource Form
Updated Learning Resource for to include Anti-Racist/Bias component that is generalizable in multiple areas

Expansion of ABAR Lens to Science
Proposed plan for ABAR/CR-infused lessons and activities aligned to the ACPS Science Curriculum Framework

Anonymous Reporting & Referrals
Developed plan to align anonymous reporting & documented referrals to include more training & PL for administrators and staff

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Anti-Bias/Anti-Racist Decision Making Tool

Revised ABAR Decision Making Tool

- Redesigned to allow better accessibility across schools and departments

- Included anti-bias to in order to facilitate a broader use

- Developed a training video & presentation to accompany face to face training sessions

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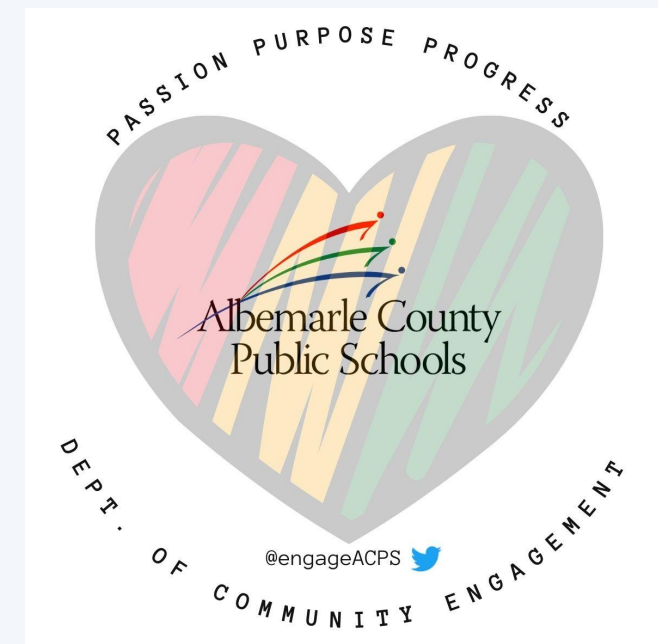@engageACPS
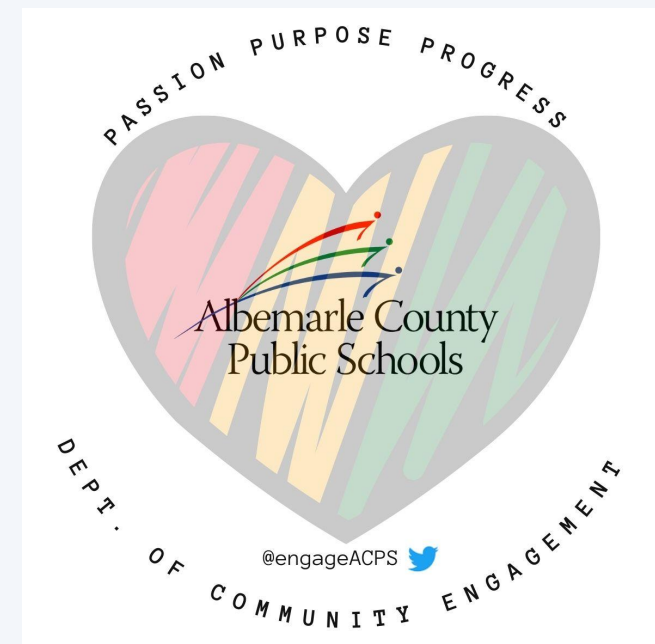
Anti-Bias/Anti-Racist Curriculum Tools

Assist in eliminating ways in which gender - expansive students are stigmatized or marginalized
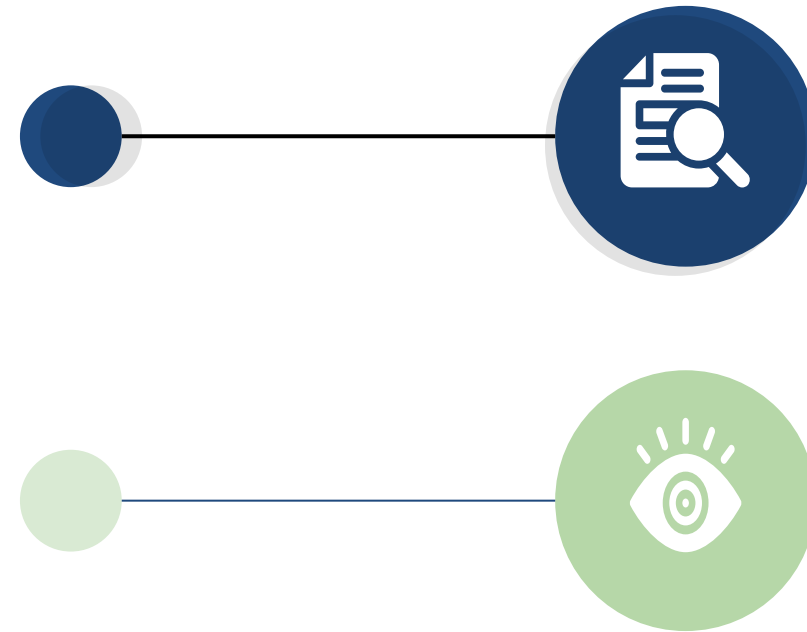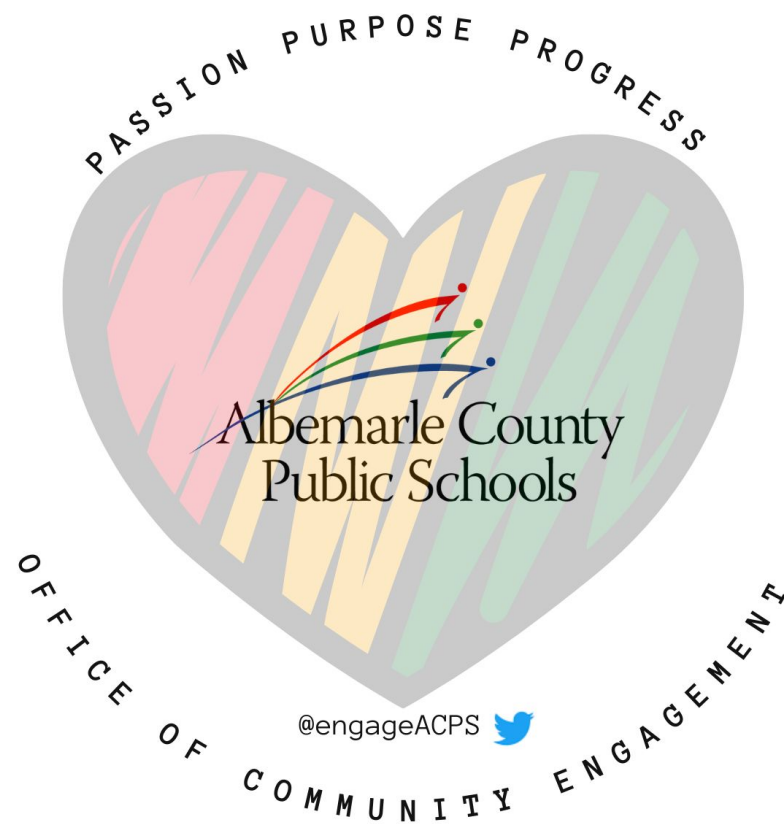
Learning Resource Vetting Tool 2023

- Designed to provide greater access to relevant, rigorous learning resources

- Ensure students of different cultures, races, can see and be seen in instructional text

Proposed Projects for 2023-24

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Expansion of ABAR Lens to Science

Implementation plan for ABAR/CR-infused lessons and activities aligned to the ACPS Science Curriculum Framework

Anonymous Reporting & Referrals

Develop training & PL modules for administrators and staff

Work for 2023-24 will also include continuing to monitor the implementation of the Anti-Bias/Anti-Racist Decision Making Tool, Revised Learning Resource Form and Policy Orientation

Treatment of Transgender Gender Expansive Students Policy (JBA) Adopted 2021

Policy History

"This policy is intended to help schools ensure the educational and social integration of transgender and gender- expansive students to keep their learning environment safe from discrimination and harassment. "

The student-led policy group determined 5 major goals:

1. Support students so they may participate in all aspects of school and life consistent with their gender identity
2. Respect the right of students to keep their identity or transgender status private and confidential to the extent permitted by applicable law.
3. Assist in eliminating ways in which gender - expansive students are stigmatized or marginalized
4. Foster social and school community integration and cultural inclusiveness of gender expansive students
5. Provide consistent support and training to ACPS administration and staff to enable them to address matters of student gender identity and expression in a consistent manner.

Policy JBA Steering Committee

Dr. Daphne Keiser, *Cabinet Sponsor*
Ayanna Mitchell, *Director of Equity Education, Project Adviso*r
Jamie Gellner, *Director of Program Evaluation*
Chris Gilman, *Coordinator of Research and Program Evaluation*
Sara Dusenberry, *Data Analyst and Reporting Specialist*
Megan Wood, *Director of Professional Learning*
Mark Leach, *Assistant Director of Enterprise Applications*
Steven Turner*, Equity Specialist*
Miles Nelson, *Coordinator of Mental Health*
Megan Washburn*, Equity Specialist*
Kimberly Gibson, *Lead Coach*
Neeley Minton, *Lead Coach*
Sarah Jackson, *Teacher*
Allie Wormuth, *Teacher*
Katy Schutz, *Teacher*
Luke Beers, *Student*
Sarah Harris, *Parent*
Ashley Redmond, *Elementary Assistant Principal*
Drew Newton, *Side By Side*
Shannon Cassano , *Side By Side*

Policy Project Subcommittees

Training and Professional Development

- Sarah Jackson*
- Sarah Harris
- Megan Wood
- Mark Leach
- Luke Beers
- Allie Wormuth
- Shannon Cassona

Curriculum and Classroom Resources

- Kimberly Gibson*
- Neely Minton
- Megan Wood
- Katy Schutz

Empowering Student Voice and Advocacy

- Megan Washburn*
- Luke Beers
- Eric Irizarry

Student Support / School Planning Guide

- Jamie Gellner*
- Chris Gillman
- Miles Nelson
- Sarah Dusenberry
- Ashley Redmond
- Ross Holden, Legal Consultant

Training and Professional Development

Provide consistent support and training to ACPS administration and staff to enable them to address matters of student gender identity and expression in a consistent manner.
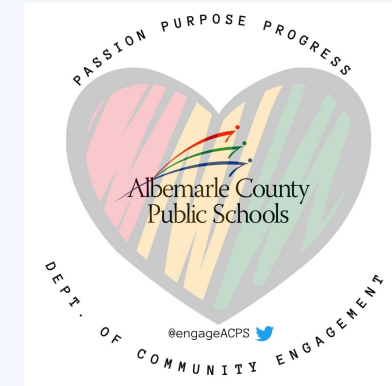
Partnership with Side By Side:

- Design and deliver professional development focusing on what educators should know, understand, and do to ensure a safe, inclusive environment for transgender and gender non-conforming students.
  - Exclusive Executive Leadership team learning experience
  - Teacher and staff training (Optional)

Policy Notification and implementation guide:

- June-July 2023: work group will develop interactive, asynchronous training module and implementation guide
- August 2023-June 2024: All staff is expected to complete asynchronous training on policy JBA
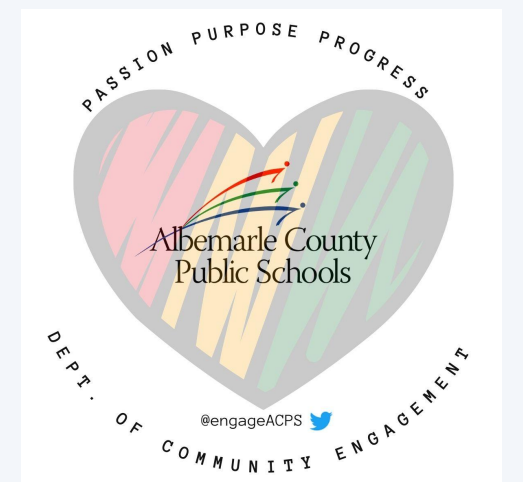
Student Support / School planning guide

Support students so they may participate in all aspects of school and life consistent with their gender identity .

Respect the right of students to keep their identity or transgender status private and confidential to the extent permitted by applicable law. .

Draft guidance document for school counselors

- Structures for Students
  - Create systems to support LGBTQIA students on a case-by-case basis
- Structures for Staff
  - Provides guidelines to equip staff to create a supportive learning environment
- Structures for Families
  - Collaboration and partnership and navigating the conversation

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Empowering Student Voice and Advocacy

Foster social and school community integration and cultural inclusiveness of gender expansive students

Goal: Ensure all middle and high school's have functioning and supported GSA clubs and student affinity groups

1. Establish division level student affinity group liaisons
2. Identify all GSA and Secondary Affinity groups
3. Continuous check in points with GSA sponsors and clubs throughout school year
4. Perform a needs assessment to determine supports for groups and clubs , 2023 -24 SY
5. Develop and provide professional learning for GSA and affinity group sponsors, 2024
6. Division-Wide GSA Club Summit , Spring 2024

Summary

❏ Professional development for staff;
❏ Curriculum tools for staff/utilize resources to support students;
❏ Support plan for students;
❏ Engagement with students, families, and community partners;
❏ Activate GSAs in all middle & high schools; and
❏ Continuing use of ABAR tool with science curriculum framework