

## **Anti-Racism Policy Draft (version 4; 11/2/18)**

The Albemarle County School Board aims to create an equitable school community that respects and values individual differences and diversity. We believe in creating a community of respect and learning excellence for all students. The School Board therefore rejects all forms of racism in school learning and working environments. Staff, students, and community members share the responsibility of addressing and eliminating actions, decisions, and outcomes that stem from racism.

Racism is often compounded by other forms of discrimination, such as discrimination based on sex, gender, sexual orientation, color, national origin, disability, religion, ancestry, and socioeconomic status. This policy acknowledges the possible interactions between racism and other forms of discrimination and the importance considering these relationships in any actions aimed at eliminating racism consistent with this policy.

### Definitions (adapted from Government Alliance on Race and Equity and Racial Equity Tools)

Individual racism is pre-judgment, bias, or discrimination by an individual based on race. Individual-level racism includes both internalized racism, which is private beliefs and biases about race and racism that are influenced by culture, as well as interpersonal racism, which occurs between individuals when we interact with others.

Institutional racism occurs within institutions, such as schools, that adopt and maintain policies, practices, and procedures that routinely produce inequitable outcomes for historically underserved minority groups and advantages for the majority group.

Structural racism encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that work together to perpetuate a system of inequity that negatively impacts communities of color.

The purpose of this policy is to eliminate the above defined forms of racism from the school system in conjunction with these related School Board policies:

Code	Policy Title
AC	Nondiscrimination
GB	Equal Employment Opportunity
IGAK	Equity Education
INB	Teaching about Controversial Issues
JB	Equal Educational Opportunities
JFC	Student Conduct
JFHA	Prohibition Against Harassment and Retaliation

## Draft Regulations

To address the impacts of racism in Albemarle County Public Schools, the School Board directs school administration and staff to implement practices in the following areas:

### Policy Communication

1. Each school shall post a public statement against racism consistent with School Board policy on anti-racism. At each school, the statement will be posted in a location visible to students, staff, and visitors entering the school. The school division will also post a public statement in high traffic locations at its main offices and on the school division website. The public statement shall read: "Albemarle County Public Schools aims to create equitable school communities that respects and values individual differences and diversity. [School name or ACPS] therefore rejects all forms of racism in school learning and working environments."
2. As part of staff development on equity and diversity for all administrators and teachers, the Board will require training about different forms of racism, how racism impacts student achievement and educational experiences, and the School Board policies related to racism. Each staff person participating in training will be evaluated on their proficiency levels to measure growth.
3. The Board will create an organization or committee for students at different schools who are interested in diversity and equity to serve as leaders and spokespersons within their schools and the division.

### Leadership and Administration

1. The School Board acknowledges tracking (i.e., assigning students to different classrooms by subject to receive different instruction based on perceived ability, IQ, or achievement) as a form of institutional racism when it contributes to racial disparities in student outcomes. The following actions will be taken to reduce racial disparities linked to tracking:
  - a. Training will be offered to all administrators and teachers on the relationship between tracking and racial disparities and the role of implicit bias in class assignment decisions and recommendations.
  - b. To respect student choice and autonomy, students and families will be given the option to select classes before teachers or counselors make class recommendations. Schools will clearly communicate that teacher recommendations are offered as guidance, with students and families having the final decision.
  - c. Middle and high schools will offer opportunities for supplementary coursework, for example summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.
2. The Board will oversee the outlining of disciplinary offenses and related consequences including length of suspension period which is not to exceed three days for minor, non-criminal, infractions.

## Curriculum and Instruction

1. Curriculum and instructional materials must reflect cultural and racial diversity and expose students to a range of perspectives and experiences, including those of historically underrepresented groups. The Board will therefore oversee the creation of a list of learning resources/textbooks that reflect racial and cultural diversity.
2. Where learning resources/textbooks reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it with students and parents.
3. As part of staff development on equity and diversity, all administrators and teachers shall receive training on including diverse perspectives in the curriculum and instructional practices for teaching about race and racism. All staff will be evaluated on their proficiency levels to measure growth.
4. Student in-class and extra-curricular programs and activities should be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.

## Policy Enforcement

1. Administrators at each school will collect, review, and provide an annual report to the School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). As data are collected at each school, they will be shared with the student diversity committee and school equity teams quarterly to monitor progress.
2. The School Board directs the creation of a staff position tasked with overseeing division strategies for implementation, evaluation, and accountability of anti-racism related policies and procedures.
3. Schools will create an anonymous way for students and staff to report racism and other forms of discrimination. The anonymous reporting system must be easily accessible. A school administrator will monitor the system and address complaints appropriately. School administrators will also provide an annual report to the School Board summarizing the reported incidents and administrative responses.
4. When school administrators determine a student has committed a racially motivated act, in addition to any other punishment, the student will meet with a school administrator to discuss their actions. This discussion will include the opportunity for the student to learn about the impact of their actions on others.