School Board Update: Anti-Racism Policy

May 2022

Our Evolution

SY 18-19	SY 19-20	SY 20-21	SY 21-22

Students conducted research, interviewed stakeholders, and developed the anti-racism policy
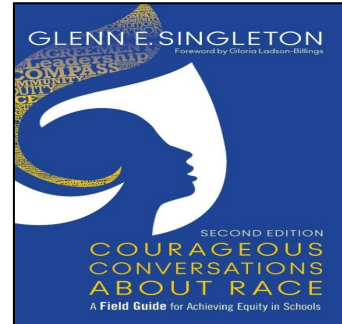
Policy was adopted in Feb 2019

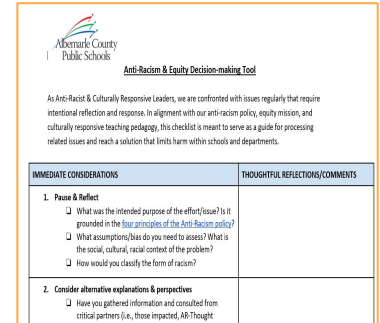Development of internal structure (i.e., Project Manager and subcommittees; monthly meetings)

Logic Model, compilation of tools and annual report

Foundational training; building the racial consciousness of all staff (i.e., CCAR Series and Anti-Racism Orientation)
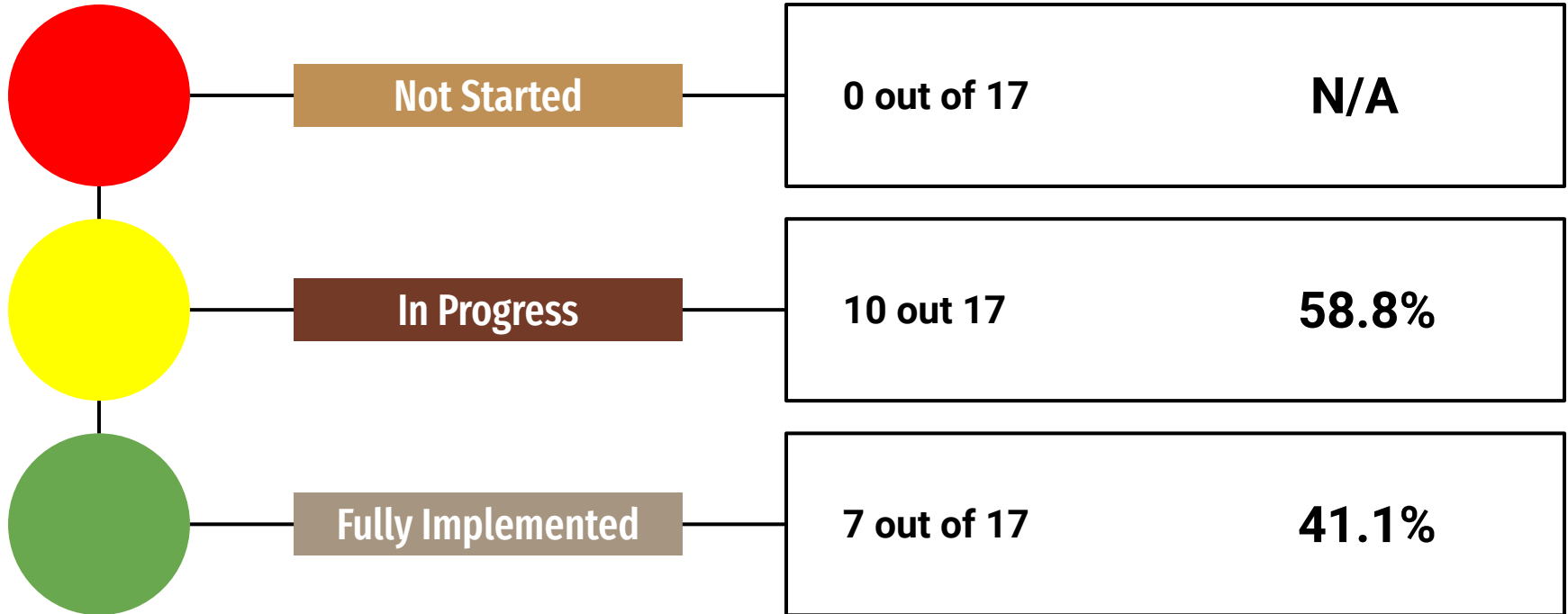
Strengthening the capacity of school and departmental leaders to address acts of racism (i.e., Anti-Racism Decision-making Tool)

Status of Anti-Racism Regulations

Policy Communications | Leadership & Administration | Curriculum & Instruction
Training | Policy Enforcement

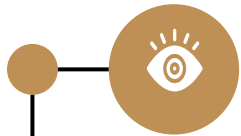|		
Not Started	0 out of 17	**N/A**
In Progress	10 out 17	**58.8%**
Fully Implemented	7 out of 17	**41.1%**

Status of Anti-Racism Regulations:

In Progress

- Include AR Policy in student handbooks
- Develop and conduct a needs assessment
- Address disparities in course participation
- Implement alternative discipline processes, such as restorative justice
- Create curriculum and instructional materials for all grades that reflect cultural and racial diversity
- Curriculum materials shall be examined for racial bias
- Implement an anti-racist curriculum
- Cross-cultural and cross-racial interactions via in-class and extracurricular programs and activities
- All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices
- All Division staff shall be trained about racism and about how racism produces inequitable practices
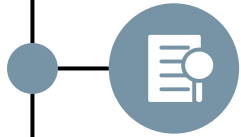
Fully implemented

- Distribution of the anti-racism posters
- Formation of the Student Equity Advisory Team
- AR Policy to be translated in multiple languages
- All Board and Division staff shall be trained in this anti-racism policy
- Provide an annual report to the School Board
- Dedicated staff to oversee implementation
- Ensure there are various means for students and staff to report acts of racism
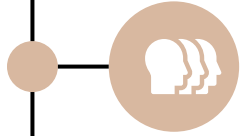
Successes/Highlights

Anti-Racism Orientation
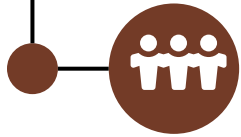99% completion rate for full-time staff and the School Board

Culturally Responsive & Anti-Racism Curriculum Assessment Tool
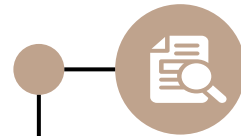There is evidence of more CRT candidates using the tool as part of their practice

Community Sessions (3)
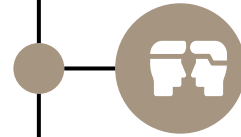Facilitated the AR Orientation for the broader public

Course participation
Increase in Black (4%)and Latino/x (3%) students enrolled in AP courses; 4% increase in Latino/x students enrolled at CATEC
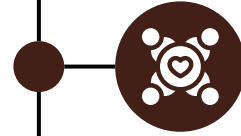
Anti-Racism Decision-making Tool
Piloting the tool; embedding this tool into the Leadership Meetings
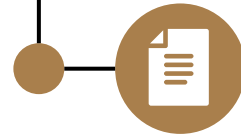
Courageous Conversations About Race Series
Six professional development sessions geared at the School Board and staff

Formation of SEAT (2)
Hosted town halls focused on addressing institutional and individual racism at ACPS

Institutionalizing anti-racism
Anti-racism is a core competency in the Portrait of a Graduate; embedded the AR Policy into the strategic plan; data collection

Challenges/Areas of Growth

Ongoing racial trauma — Students, staff, and families continue to endure racial trauma, as a result of internal and external acts of racism

Anti-Critical Race Theory Rhetoric & Misinformation — There have been efforts that aim to alter our work of becoming an anti-racist and culturally responsive school division

Deepening the work in the midst of competing priorities — Staff burnout; limited capacity

Inconsistency in rollout of initiatives — The design and implementation of the anti-racism regulations have varied

Moving Forward

WE STRIVE TO BECOME
ANTI-RACIST

The Albemarle County
School Board and School Division
· · · · · **reject all forms of racism** · · · · ·
as destructive to our mission,
vision, values and goals.

1

Program Oversight

Identify a new Cabinet Sponsor &
Program Manager

2

Training

Facilitate more trainings for staff and the
community

3

Continue to institutionalize anti-racism

Embed an anti-racist lens into all aspects
of the division: curriculum, organizational
culture, contracts, and communications

Recommendations: Priorities for SY 22-23

Key projects that should be monitored

Curriculum
Review and approve the Middle School Advisory curriculum; Develop an Elementary Booklist for addressing racial bias; Continuation of anti-racist curriculum frameworks for each content area
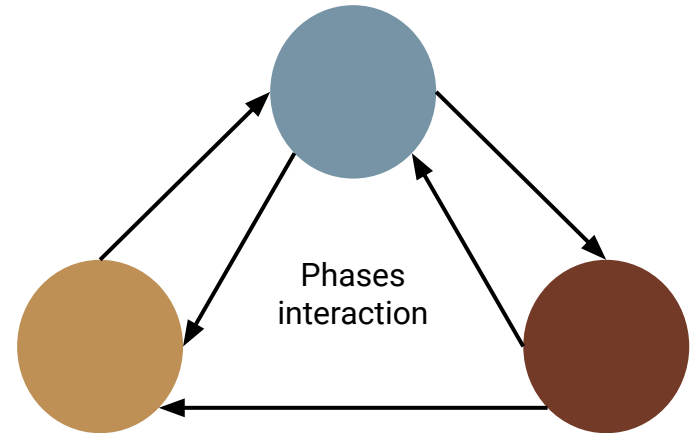
Equity Needs Assessment
Disaggregate Panorama/Gallup employee and student surveys by demographics; conduct focus groups, and identify strategies and resources to tackle existing gaps

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

Phases interaction

"I think it's very important to reiterate that this work takes time…In order for the outcomes to be successful and sustainable, we have to be intentional about the implementation of this work. One of my favorite African proverbs is, "If you want to go fast, go alone. If you want to go far, go together." We need everyone to do their part in moving this work forward and that includes everyone in this room."

- **Jasmine M. Fernández**
Feb 2020 School Board Meeting

Closing Remarks

Q&A