



ACPS Equity Audit

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A Policies – Foundations and Basic Commitments

AC: Nondiscrimination

Equity Analysis

- This policy sets nondiscrimination as the goal when equity should be established as the aim of the school board. The policy could go beyond
- This policy includes an extensive list of categories that should be protected, but does not specifically list protections for students, staff, and families based on their immigration status, limited economic resources or housing status.
- The policy also leaves out families from the listed stakeholders for this nondiscrimination policy

Equity Recommendations

- Revise the name of the policy to reflect the full ACPS School Board commitment to racial and educational equity (Title)
 - o Ex: “Nondiscrimination, Educational Equity and Racial Equity”
- Add adopted definitions of equity related terminology
 - o Examples from 2025 Strategic Plan
 - Racial Equity: When race does not determine quality of life, opportunities, and outcomes.
 - Educational Equity: Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups
 - Educational Excellence: We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than compliance or test scores.
- Add affirmative language reflecting ACPS’s vision and commitment to educational equity and racial equity, for all stakeholders including families and those with limited economic resources, students, and families without homes, and those with undocumented immigrant status
 - o Ex: “The Alexandria City School Board is committed to nondiscrimination, *racial equity, and educational equity*. This commitment prevails in all of its policies and



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practices concerning staff, students, *families*, educational programs, services, and individuals or entities with whom the Board does business with regard to age, race... *economic resources, housing status, or immigrant status*

- Add language explaining the cross-referenced accountability measures that support this commitment, specifically new JB, GB, GBA/JFA, GB-R/GBA-R/JFHA-R policies
-

AE: School Division Goals and Objectives

Equity Analysis

- This policy expresses a goal of equality of educational opportunity which is misaligned with the current ACPS approach focusing on educational equity.
- This policy focuses much on the characteristics of individual students and much less attention on the structural school division characteristics that create inequity in education.

Equity Recommendations

- Revise “equality” of education to include and define educational and racial equity in education as the goal of the school division. (1st par.)
 - Reframe the conversation about students’ differences to value diversity of perspectives and backgrounds. (1st par.)
 - Revise language to indicate school division goal of differentiate instruction based on student needs not personal development and potential (1st par.)
 - o Ex: Use language reflecting a “growth mindset”
 - Add language to broaden the goal of student experience beyond future education and employment to focus on . (2nd par.)
 - o Ex: Language related to being a good citizen (relating to civic engagement), civility, compassion, cultural awareness etc.
 - Add language to section describing school environment to reflect the value of culture and emphasizing school division actions (3rd par.)
 - o Ex: “the school division will *work to create culturally sustaining environments that are free from bias and discrimination, safe, nurturing, supportive, responsive and conducive to learning*”
-



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AD: Educational Philosophy of the Alexandria City Public Schools

Equity Analysis

- The policy reflects equality as a goal instead of educational equity.
- This policy does not focus on the central equity concept that students have different challenges and need different supports to excel.
- The policy does not use language that is inclusive of all gender identities.
- The policy does not include the value of family and community for educational success.

Equity Recommendations

- Add language that is consistent with the 2025 strategic plan to reflect the current educational philosophy of ACPS. (1st par.)
 - o Ex: *"The ACPS School Board believes that schools should be welcoming, empowering, equity-focused, innovative and results-driven."*
 - o Ex: *Culturally sustaining curriculum and pedagogies*
 - Revise the term "appropriate" term to include a broader conception of education (2nd par.)
 - o Ex: *provide culturally sustaining leadership...*
 - o Ex: *assure that every student is prepared for a diverse workplace and world*
 - Add language that elaborates on how the school board treats communities equitably (2nd par.)
 - o Ex: *Values, respects, and collaborates with diverse families and communities*
 - Add language that reflects that funding will be used to meet the needs of students and families (2nd par.)
 - o Ex: *assess the needs of students and families and equitably allocate funds to meet those needs.*
-

AF Comprehensive Plan

Equity Analysis

- Although this language is largely statutory, the policy could be improved by incorporating aspects of the strategic plan related to equity.
- The process of creating the comprehensive plan could highlight community and student involvement.
- The equity goal of the plan could be further outlined.



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Comprehensive Plan

- Add components of the strategic plan to the policy. (1st par.)
 - o Ex: The ACPS School Board utilizes Systemic Alignment; Instructional Excellence; Student Accessibility and Support; Strategic Resource Allocation; and Family and Community Engagement to accomplish the comprehensive plan.
- Add language specifying the process for staff and community involvement (1st par.)
- Add language specifying that the goal of the comprehensive plan is create equitable outcomes for all students.



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I Policies – Culturally Responsive Curricula & Educational Practices

IA: Instructional Goals and Objectives

Equity Analysis

- The introductory paragraph does not reflect the current focus on equity from the school division's strategic plan.
- The policy does not address the division's instruction for Pre-K.
- The policy refers to students whose home language is not English as limited English Proficiency students.
- The policy does not reflect all of the additional programs applicable to a broad cross-section of students.

Equity Recommendations

- The Board may add language from the strategic plan reflecting instruction that is focused on equity for all. It may reflect language embracing the mission of the strategic plan to "ensure success by inspiring students and addressing barriers to learning" and the vision of "empowering all students to thrive in a diverse and ever-changing world". Likewise, the instructional goals may reflect the five core values of the strategic plan: welcoming, empowering, equity-focused, innovative, and results-driven.
 - In 1, the policy should also incorporate the current division's plans for Pre-K instruction into the policy that emphasize developmentally appropriate learning.
 - In 11, the policy should also include reference to all of the different kinds of programs in addition to Advancement Placement courses that are available. It may go further and reflect active efforts to diversify participation in all of these special programs.
 - In 12, the policy should also utilize asset based language to describe students whose home language is not English, including emerging bilingual or emerging multilingual students. It may also reference additional programs such as dual language immersion that will be a part of the instruction program for these students.
-



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IAA: Notification of Learning Objectives

Equity Analysis

- The policy outlines the outreach activities to parents and guardians but does not give significant details for how these notices may be delivered to families that are hard to reach.
- The policy also does not outline the goals that the school division has for outreach generally.

Equity Recommendations

- The policy should include an articulation of a dedication of equity generally in communication with students' parents and guardians. This articulation may reflect the goals for family and community engagement outlined in the 2025 strategic plan. These commitments include language that "ACPS will ensure that all families and community members feel welcomed, respected, and valued."
 - The policy may also include a notification of the learning approach of the division that centers equity and expresses the plan's mission and vision.
-

IC/ID: School Years/School Day

Equity Analysis

- The policy outlines minimum hours of instruction in English, Mathematics, Science, History and Social Science as well as recreational time intended to develop teamwork, social skills and physical fitness, but does not outline additional culturally-relevant aspects of school instruction.

Equity Recommendations

- The committee should add mandatory time within the school year to dedicate to practices and curriculum aimed at creating stronger and more culturally-relevant school climates. Time may be added for curriculum and activities for students related to social-emotional learning, positive behavioral interventions and supports, and other culturally relevant school priorities as determined by the school division.
-



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IE: Minute of Silence

Equity Analysis

- The policy allows space to meditate, pray or engage in any other silent activity, but requires students to remain seated and silent which may not align with students' religious practices.
- The policy also could expand to a more active community-centered practice if the requirement to be silent is adjusted.

Equity Recommendations

- The policy could allow flexibility for religious practices that could be performed silently, but outside of a chair.
 - The policy could also allow for other community building reflections or restorative circles as a part of mindfulness or meditation.
 - The policy should also have a specific definition of "distracting" so as to not lead to discrimination of certain silent observances or practices.
-

IHB/IHB(R): Class Size

Equity Analysis

- The policy does not consider class size through an equity lens and does not consider which groups may need smaller class sizes.
- The policy does not specify what considerations go into the decision about what makes class sizes "educationally sound and suited to the needs of students".
- The policy does not indicate that the district is tracking the impact of class size on student achievement, particularly for students from marginalized backgrounds.
- The policy regulation does not explain which special circumstances involving student health, safety, and security justify exceeding caps on class size.

Equity Recommendations

- The policy, particularly the regulation, may list special considerations that should prompt leaders to consider lowering class sizes in addition to the special considerations that allow leaders to exceeding class size caps.
- The policy should articulate an equity vision that includes language that illustrates that that changes in class size may be used to close equity gaps for students.



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- The policy should include a requirement to monitor and compare class sizes across the division to show which schools have consistently high or low class sizes.
 - The policy may include different options that ACPS will pursue to mitigate concerns with class size including differentiated class size caps per school to balance enrollment, identifying whether schools are over capacity due to particular programs that should be expanded to other schools or any other interventions that could impact class size.
-

IEA: Pledge of Allegiance

Equity Analysis

- The policy contains gendered language.

Equity Recommendations

- The references to he/she can be changed to gender neutral language.
-

IF: Curriculum Development

Equity Analysis

- The policy does not reflect concepts of diversity, culture, or inclusivity as goals for the curriculum.
- The current curriculum processes are inaccessible for families, particularly those with limited access to technology.
- The policy requires staff and community input broadly in developing and implementing the curriculum, but does not specifically provide how efforts to incorporate these communities can incorporate equity.
- The policy provides for coordination within, between, and across grade levels but does not speak to the differences in policy from elementary to middle or middle to high, and it does not speak to differences in how content is delivered from school to school.

Equity Recommendations

- The policy should include a belief statement regarding diversity, culture, and inclusivity within the policy
 - o Ex: “ the ACPS school board values cultural and linguistic diversity in the School District, city, state and nation. The Board also recognizes that this diversity is an inherent and positive characteristics of our democratic society. The Board is



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committed to promoting an environment in which cultural pluralism is understood and accepted. Thus the curriculum will be developed to promote cultural and linguistic diversity and a learning environment which allows students to develop a better understanding of themselves and a respect for the culture and heritage of all people.”

- The policy should outline additional outreach strategies for traditionally excluded and harder to reach families to ensure that their input is gathered to develop and implement the curriculum.
 - The policy should include additional strategies to ensure that families with limited access to technology can still engage with the curriculum as currently designed.
 - The policy should also include that the regular evaluation of the curriculum will assess coordination across different levels of school, differences in how curriculum is delivered across the division, and how the curriculum is currently reflecting equity, diversity, and inclusion goals.
-

IFA & IFA-R: Assessment and Evaluation (Subject to Review by Grading Practices Review Committee)

Equity Analysis

- The policy speaks to achievement gaps among underserved student populations, but does not detail how the schools actions have contributed to the creation of those gaps.
- The policy requires that learning be challenging and engaging, relevant, authentic and purposeful but does not indicate how these aspects are assessed.
- There is no requirement that the assessment or curriculum be culturally relevant, responsive, or sustaining.
- The policy also does not reflect how assessment will take into account linguistic development and well-being.
- Given the challenges that students face, particularly students with limited economic resources or emergent bilingual students, the policy does not describe how student characteristics factor into how and when they are assessed.
- The policy leaves the powerful tool of reassessment in the hands of teachers and relies on their professional judgement; however, this may open this process to bias based on that teachers background and approach to the classroom.



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- The policy speaks to evaluative, summative assessments which lead to grades; however, this process also does not account for differences in circumstance and opportunities for growth for each student.
- The policy asks all students to become self-assessors and self-regulating learners but does not give sufficient detail on how that may be accomplished.

Equity Recommendations

- The policy should clearly outline how formative assessments are used for diagnosis and to identify areas of support and distinguish this practice from using formative assessments as a part of cumulative grading evaluation.
 - The policy should speak to specific supports that are given to students once gaps in learning are identified, particularly for students who have identities that have been historically under-supported.
 - The policy should also clearly outline some guidance for how and when educators should use reassessment to help students gain proficiency.
 - The policy should add culturally relevant, responsive, and sustaining assessment and evaluation as a goal and should outline how traditional assessments will incorporate these principles.
-

IFD: Curriculum Adoption

Equity Analysis

- Proposed changes currently must be submitted to the Chief Academic Officer for review with recommendations to the Superintendent; however, there is no proposed procedure for student, family, and community involvement.

Equity Recommendations

- The policy should outline processes to include input from student, family, and community in the curriculum adoption process
-



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IFE: Curriculum Guides and Course Outlines

Equity Analysis and Recommendation

- No equity concerns were raised, and the committee recommended that the content be moved to policy IF and this policy removed.
-

IGAA & IGAA-R: Writing Instruction

Equity Analysis

- The policy does not include a commitment to equity or cultural relevance.
- For teachers, it does not include a requirement that they embed equity into how they assess and support students to develop writing skills.
- The policy allows for formal and informal feedback, but does not define these terms.
- The policy does not address particular challenges of emergent bilingual students learning to write in English.

Equity Recommendations

- The policy should include equity and cultural relevance as additional goals for the writing policy.
 - The policy should outline how teachers should assess writing capabilities and provide additional support to students who need it. This approach is less susceptible to bias.
 - Students learning English as a second language often have particularly difficulty with writing tasks, and the policy should address how specific challenges of these groups can be met.
-

IGAE/IGAF: Health/Physical Education

Equity Analysis

- The policy mentions equity, but does not address specific strategies for students with physical limitations and differently abled students.
- The program mentions health as a priority but does not go into detail about health instruction.

Equity Recommendations

- Include specific languages that addresses how physical health activities will be delivered for differently abled students.



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- The policy could also aim at helping students have an understanding of health disparity and different ways for them to address those challenges based on their community and family history.
 - In addition to mental and physical health, the policy should outline additional practices for instructing students about sexual and reproductive health in the age-appropriate manner.
-

IGAG: Teaching about Drugs, Alcohol, and Tobacco

Equity Analysis

- The policy about drugs, alcohol, and tobacco does not teach about the importance of family history and other cultural differences related to substance use and abuse.

Equity Recommendations

- The policy could also include instruction about differential rates of substance abuse challenges faced by different communities and address cultural differences in addressing substance abuse.
 - The policy could also seek to provide counselors that are trained in culturally relevant practices so that students may have someone to talk to that is better able to understand their cultural context.
 - The policy should also outline that conversations with counselors are confidential.
-

IGAH & IGAH-R: Family Life Education

Equity Analysis

- The policies allows for instruction about consent but does not require it.
- The policy instructs in helping students recognize harmful relationships but does not require instruction on aspects of healthy relationships.

Equity Recommendations

- The policy should require education about consent for sexual activity.
- The policy should also address racial and ethnic disparities for child trafficking, abuse, abduction, and sexual exploitation.
- The policy should also address healthy relationship and sexual activity, and do so while taking into account different kinds of relationships that may occur.



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IGAI: Character Education

Equity Analysis

- The policy prohibits indoctrination in any particular religious or political beliefs, but does not provide how those beliefs may be critically examined to help students learn about character.

Equity Recommendations

- Provide language that allows students to critically examine religious or political beliefs to help them learn about character.
-

IGBG: Off-site Instruction and Virtual Courses

Equity Analysis & Recommendations

- No additional equity concerns were identified for this policy.
-

IGBGA & IGBGA-R: Online Courses and Virtual School Programs

Equity Analysis

- The policy allows for tuition to be charged in some instances for virtual school, but does not include a requirement to assess the family's ability to pay.
- The regulation does not allow students to retake courses if there is already a grade recorded on the student's transcript.
- The regulations speak to training and awareness, but

Equity Recommendations

- The policy should require an assessment of ability to pay for virtual school and utilize a sliding scale when possible.
 - The regulation should allow students to continue to improve by retaking courses if their schedule permits.
-



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IIA: Instructional Materials

Equity Analysis

- The policy does not include a belief statement that instructional materials should be culturally-responsive and reflect the needs of a diverse student population.
- The policy mentions an opportunity for community participation, but does not embed this requirement with an equity focus.

Equity Recommendations

- The policy should outline the desire that instructional materials should be culturally relevant and reflect student needs.
 - o Ex: Salt Lake City School District I-7: “In promoting inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching, the district also reviews all instructional materials with a lens informed by multicultural education and culturally responsive pedagogy. The district is committed to providing an increasingly diverse curriculum and resources by requiring the review of underrepresented voices and inclusion of diverse perspectives in all materials.”
 - The policy should also list a priority of outreach for historically excluded families and communities in the process of creating instructional materials.
-

IIAA: Textbook Selection and Adoption

Equity Analysis

- Similar to instructional materials, the policy does not require textbooks be selected that are culturally responsive, historically accurate, and viewed through an equity lens so to not alienate or demean any group by race, ethnicity, religion or other identity.
- The policy does not require the committee appointed to recommend textbooks have any representation from students or their families or their communities.

Equity Recommendations

- The policy should include a requirement that culturally-responsive textbooks are used.
 - The committee composition outlined in the policy should be expanded to include students, parents/caregivers and/or communities to evaluate textbooks.
-



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IIBD: School Libraries/Media Centers

Equity Analysis

- The policy does not include references to culturally-responsive materials.
- The policy does not mention gender nor sexual orientation as covered materials.

Equity Recommendations

- The policy should also make librarians responsible for finding and cultivating culturally-responsive materials.
 - The library policy should also require materials that may help students understand issues related to gender and sexual orientation in an age-appropriate manner.
-

IIBEB: Student Use of Social Media

Equity Analysis & Recommendation

- No equity concerns were raised for this policy. No recommended changes.
-

IIBDFD: Alternative School Programs

Equity Analysis

- The policy does not include a requirement for the division to monitor which students are being referred to alternative school programs
- The policy also does not include mechanisms for these programs to systematically work to move students back into traditional school programs.

Equity Recommendations

- The policy should ensure that the student characteristics of those students moved into alternative schools are tracked and reviewed regularly to assess disparities.
 - The policy should also state that alternative school programs are temporary and students that enter them should have a defined process for returning to a traditional educational setting.
-



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IHA: Grouping for Instruction

Equity Analysis

- Although the process of grouping for instruction may be one of the academic processes open to biased decisions, the policy does not outline guidance on objective criteria that can be used to address the listed bases for grouping outlined in the policy.
- There is no mechanism to track whether these decisions are made along racial or ethnic lines.

Equity Recommendations

- The policy can be revised to provide more objective criteria by which to determine which students should be grouped together for instruction.
 - The policy should also include a way of monitoring the demographics of students grouped together to ensure that students are not being grouped solely based off of their demographic characteristics.
-

IHB & IHB-R: Class Size

Equity Analysis

- The Superintendent's ability to alter class size caps does not have specific guidelines to ensure that this decision does not fall disproportionately on certain schools.
- The regulation allows for the Superintendent to exceed the cap in situations of student health, safety, and security.

Equity Recommendations

- The policy should include periodic monitoring of the demographics of the schools that have classroom caps adjusted to ensure that disparities do not arise.
 - The regulation should outline the kind of health, safety, and security concerns that would lead to an acceptable decision to exceed the classroom size cap.
-



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IIBEA, IIBEA-R, & IIBEA-R2: Responsible Computer and Telecommunications Use

Equity Analysis and Recommendations

- These policies did not present an equity concern and may remain unchanged.
-

IKD & IKD-R: Instructional Assignments - Elementary

Equity Analysis

- The policy does not include cultural-responsiveness as a goal.
- The policy includes a requirement that assignments be sensitive to background experiences, but does not require affirmative actions to embrace or sustain those cultural backgrounds.

Equity Recommendations

- The policy should indicate that cultural-responsiveness is a goal for these assignments and should outline additional ways to incorporate students' cultural background into lessons.
-

IM: Evaluation of Instructional Programs

Equity Analysis

- The policy includes some outdated terminology.
- The policy mentions the community is mentioned as part of the evaluation process, but does not specify equity as a foundation for this involvement.
- The policy does not mandate that the results of evaluation processes be shared with the public.

Equity Recommendations

- The policy should revise references to ELL and SPED students.
- The policy should specify that communities that have been historically excluded and marginalized should be a part of the continuous evaluation process for instructional programs.



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- The policy should also specify that the results of these evaluation be shared in an easily understood manner and in different languages with communities whose students attend ACPS.
-

INB: Teaching about Controversial Issues

Equity Analysis

- The policy does not distinguish between controversial topics and those that are uncomfortable.
- The policy also does not speak broadly about establishing a positive classroom climate to address controversial topics.
- While discussing students ability to speak on controversial issues, it does not specify how student’s own identity and experiences may be examined to help understand the impact of controversial issues.
- The policy also does not specify how outside stakeholders may help inform how the school addresses controversial topics.

Equity Recommendations

- The policy should address other important reasons for allowing students to participate in conversation about controversial issues.
 - o Ex: Howard County (MD) Policy 8050 - “[T]he instructional program developed to achieve this purpose [citizenship] must appropriately emphasize cultural heritage, critical thinking, and the rights, privileges, and responsibilities of living in a pluralistic society. The Board also recognizes that as students prepare for active engagement in participatory democracy, they often encounter issues that may be considered controversial.”
- The policy should ensure that teachers create a classroom climate that allows students to discuss controversial issues in a manner that is supportive and not harmful.
 - o Example: Howard County (MD) Policy 8050 – “The examination of controversial issues should occur in inclusive and supportive learning environments that encourage respect for multiple perspectives. “
- The policy should also include language that these discussions should also support students sharing their own cultural experiences as a part of these discussions.
- The policy may also encourage increased engagement around controversial issues



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- Example – Howard County Policy 8050 – “ The Board also encourages community stakeholders, students, school system employees, parents, service providers, and each member of the community to support the teaching of controversial issues in the classroom in order to promote the development of civic efficacy, student engagement, and critical thinking among our students.”

INDC: Religion in the Schools

Equity Analysis and Recommendations

- This policy sufficiently addresses equity concerns related to religion and does not need additional revision.

I Policies: Academic Pathways

IGAD: Career and Technical Education

Equity Analysis

- The policy does not articulate a belief statement based in equity.
- The policy does not articulate a desire to partner with different minority or historically disadvantaged business enterprises.

Equity Recommendations

- Include an articulation of a belief that these programs are particularly helpful for students in historically marginalized communities as opportunities for economic advancement.
 - Include affirmative steps to ensure that minority and women owned businesses are able to participate in the divisions career and technical education partnerships with the school systems for mutual benefit.
 - The policy may also include mechanisms to ensure that this program is monitored to ensure access for diverse student groups.
-



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IGBA – Programs for Students with Disabilities

Equity Analysis

- The policy does not have an equitable board belief statement.
- The policy also does not require tracking the demographics of students who need IEPs.

Equity Recommendations

- The policy should include a statement that articulates a desire that the division and programs create a community environment where all students and families receive the support that they need; a commitment to having inclusive classrooms that develop students' interpersonal skills and respect for human diversity including neurodiversity.
 - To check for disproportionality, the policy should include a data tracking and periodic review of demographic data for which students are being diagnosed with a disability and receiving IEPs.
-

IGBB – Programs for Gifted Students

Equity Analysis

- The policy does not articulate a belief statement based in equity, particularly one that indicates a commitment to reducing disparities in access and participation for historically marginalized students in these programs.
- The policy does not indicate a data tracking process to identify and remedy disparities in access to these programs.

Equity Recommendations

- The policy should include an articulation that these programs should be accessible for all students.
 - The process for identifying disparities in access to these programs should be outlined in addition to the remedial measures that are available when disparities are noted.
-



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IGBF – Limited English Proficient Students

Equity Analysis

- The policy refers to students whose home language is not English as English learners, a deficit-based term.
- The policy has a compliance basis and does not outline the additional ways that emergent bilingual students and their families can serve as assets to the school division.
- The policy also does not outline the ability of the school division to provide testing accommodations in the students' home language.
- The policy does not include success monitoring for these students beyond their level of English proficiency.

Equity Recommendations

- The policy should refer to students whose home language is not English as emergent bilingual or emergent multilingual students, an asset based term.
- The policy should articulate an equity vision for how emergent bilingual students and families can enrich and be enriched by participating in the school division.
- The policy should include mechanisms to provide tests and other instruction in the students home language when appropriate.
- The policy should ensure broader monitoring of outcomes for this population, including general academic achievement, participation in advanced placement or other advanced courses, graduation, discipline and several other categories to understand the full experience of these students.
- The policy should also indicate ways to engage with emergent bilingual families beyond just letting them know about the policy. For example, the policy could list different ways to incorporate their perspectives into the curriculum and activities within the classroom or ways to bring the classroom into the communities where these students come from.

IGBI – Advanced Placement and Dual Enrollment Classes

Equity Analysis

- The policy lacks a Board belief statement aimed at increasing access and reducing disparities in participation for students of color and other marginalized groups in these courses.
- The policy speaks to notification procedures but not through an equity lens.



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- The policy does not indicate regular monitoring procedures for demographics of these courses.

Equity Recommendations

- The policy should include an affirmative belief statement. For example, the policy could state that ACPS strives to reduce the disproportionality of underrepresented students in advanced courses and encourages all secondary students to take at least one Advanced Placement or Dual Enrollment class. ACPS will utilize instructional best practices and differentiation to support student success.
- The policy should also include proactive measures that will be taken to encourage historically excluded and under-included groups participation in these opportunities.
- Amongst the proactive measures outlined above should be a commitment to outreach and conversation with communities that are underrepresented in these courses.
- The policy should also provide for a mechanism to track the demographics of participation in these programs on an annual basis across the school division.
- The policy should address the remediation measures that may be employed to increase participation in these programs if and when barriers to participation are identified.

IGBJ: Academic Excellence and Educational Equity

Equity Analysis

- The policy positively references equity as a core feature of ACPS and could provide even more specificity from the strategic plan.
- The policy does include some outdated gendered language.
- The policy also does not include specific references to diversity, inclusion, or culturally sustaining educational practice.
- The policy does not talk about how equity is evaluated and monitored.

Equity Recommendations

- The policy should incorporate the pillars of the 2025 strategic equity plan into the policy.
- The policy should replace gendered language with gender-neutral language.
- The policy should also talk about the benefits of diversity, inclusion, and culturally-sustaining curricula and educational practice, specifically how these concepts can create the atmosphere of excellence and educational equity discussed in the introductory paragraph.



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- The policy should discuss accountability measures including data tracking and strategic interventions aimed at creating the culturally-sustaining environment discussed in the introductory paragraph.
-

IGCA: Summer School

Equity Analysis and Recommendations

- The policy lacks a belief statement for how this policy could be used to positively impact students.
- The policy does not articulate any barriers to access for summer school.
- The policy also treats summer school as a punishment instead of a tool to promote additional learning.

Equity Recommendations

- The policy should add a statement indicating how this policy can reflect a positive view of summer school.
 - o Ex. "ACPS empowers all students to thrive in a diverse and ever-changing world. We ensure success by inspiring students and addressing barriers to learning. Summer offers a time to provide additional enrichment and learning opportunities for students needing additional support."
 - The policy should create a process to understand what the barriers are for students to attend summer school, particularly for those who need summer school as a remediation tool.
 - The policy should also include a measure to track the demographics of the students who attend summer school and determine if there are any systemic challenges certain students face that are not being met in the traditional school year.
-

IIAE: Innovative or Experimental Programs

Equity Analysis and Recommendations

- The outcomes for students involved in innovative or experimental programs are not tracked under the policy.
- The policy does not require monitoring and reporting on the demographics of students in these programs.



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Equity Recommendations

- The policy should require systematic review of these programs to ensure that academic quality is maintained for all students.
 - The policy should require a periodic analysis of the demographics of students taking these courses to ensure that disproportionality does not exist.
-

I Policies -Grading, Testing, Graduation & Promotion

IKF & IKF-R: The Virginia Assessment Program and Graduation Requirements

Equity Analysis

- The policy does not outline additional interventions beyond notification for students who are at risk of not graduating.
- The policy should also consider different graduation requirements for students who have special circumstances.

Equity Recommendations

- The policy should include examples of interventions that may be pursued once students have been identified as at-risk not to graduate.
- The policy should also include mechanisms that can assess individual student challenges and determine whether they may be granted a diploma.
 - o For example, in Texas, students who do not pass required end of course tests were still able to be assessed by individual graduation committees. This practice allowed over 14,000 students who may not have graduated otherwise to graduate and disproportionately helped students with limited economic resources, Black students, and Latino students.¹
- The policy should outline a number of additional factors that may be considered including if the student has parenting, caretaking, job or other responsibilities that impacted completion of graduation requirements.

¹ See Use of Individual Graduation Committees Unlocks Diplomas for 14,422 Qualified Students in Texas, IDRA Infographic & Don't Block Graduation Because of a Test – Policy Brief, IDRA (2019).



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IGBE – Remedial and Summer Instruction Program

Equity Analysis

- The policy does not require systematic tracking of the demographics of students who are required to attend a remediation program.
- The policy does not specify how students can be identified early who are at risk of failing Standards of Learning assessments and thus eligible for remedial or summer instruction.

Equity Recommendations

- The policy should include systematic monitoring efforts to check for racial disparities in which students need remediation.
 - The policy should include specific measures that qualify a student as at-risk.
-

IKB & IKB-R: Course Assignments - Secondary

Equity Analysis

- The policy does not include a statement of value for culturally- sustaining assignments for students and a consideration of equity in communicating the students' families.
- The policy also uses subjective language that is open to interpretation.
- The regulation puts much of the onus about monitoring progress onto the student alone which may be more difficult for some students vs others.

Equity Recommendations

- The policy should outline a preference for culturally sustaining course assignments.
 - The policy should also articulate an equity focus for engaging students' parents and caregivers around course assignments.
 - The policy should seek to establish learning environments where educators, students and their families can work together to monitor student progress.
-



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IKC & IKC-R: Grading

Equity analysis and recommendations

- The ACPS grading committee is in the process of revising this policy, so no equity analysis and/or recommendations are included in this report. Community feedback from a focus group of educators concerning grading will be included as a supplement to the report.
-

IKE & IKE-R: Academic Promotion and Retention

Equity Analysis

- The policy does not contain an articulation on how equity considerations play into academic promotion and retention.
- The policy itself makes several assertions about promotion and retention that are subjective and could be open to bias.
- Even when objective criteria are given in the regulation, some of these have clear equity concerns.
- The policy does not require a systematic analysis of demographic trends in retention and promotion/

Equity Recommendations

- The policy should contain a commitment to analyze these decisions through an equity lens and ensure that these decisions are made fairly and without regard to race or class.
- The policy mentions that exceptions to promotion requirements may be made “when they are in the best educational interest of the student”. What the exceptions are and when they can be exercised should be spelled out explicitly in the policy.
- The policy also mentions that retention can take place when it is in the “best academic interest of the student”. Again, when retention is in the best interest of the student should be clearly explained in the policy.
- In the regulation, there are several factors that can be considered for promotion and retention that are not directly related to the students’ performance for elementary and middle school students. In elementary school these include physical size, work habits, parental support, family history, special needs, circumstances or disability. In middle school these include delayed/advanced physical development, work and study skills, student and parent attitude, and parental support. Students do not have control over nearly all of these and so their consideration for whether they may be promoted to the next grade or retained in their current grade based on these factors presents a clear



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equity concern. Objective criteria based upon the students performance and ability should be the deciding factors in these decisions.

- The policy should also include systematic, periodic review of promotion and retention data to ensure that there are not disparities based on race or other student characteristic. The policy should also cover remediation efforts that will be undertaken if disparities do exist.

IKEB & IKEB-R – Acceleration

Equity Analysis

- The policy does not articulate an equity rationale for this policy.
- The policy incorporates several non-academic measures into the acceleration decision, placing some students at an inherent disadvantage even if they are academically capable.
- The decision about acceleration has subjective components that may open the process to bias.
- The policy does not include a requirement for systematic, periodic review of the demographics of students being accelerated.

Equity Recommendations

- The policy should articulate how equity concerns with acceleration will be addressed by the policy.
- The policy should remove the non-academic factors that are outside of student control.
- The decision about acceleration should have a clear, data-driven rationale.
- The policy should require systematic, periodic review of demographic data to check for disparities in acceleration and then include potential remediation steps if disparities are found.
- The provisions in the regulation addressing underage placement in first grade present an equity concern because it requires the child provide testing/IQ results vs a school provided assessment. This provision should be changed to ensure the burden is on the school division.



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I Policies – Family and Community as Partner Policies

IGBC & IGBC-R: Parent/Guardian and Family Engagement

Equity Analysis

- The policy speaks to parental/guardian/family engagement which is positive, but it does not speak to the long-standing equity barriers that exist for some families.
- The policy does not talk about the value of culture with students' parents/caregivers/families.
- The policy speaks to engagement activities that are on the level of information sharing and communication.
- The terminology in the policy, particularly for limited English proficient students and parents is deficit-based.
- The policy should also limit the engagement to immediate parents/guardians/family and does not take full advantage of other community resources that may be available with the school.

Equity Recommendations

- The policy should include language that moves beyond engagement and toward true family/community partnership.
- The policy should expand engagement activities to not only keeping families updated with what is going on in the school with their own student, but also working in partnership to improve school policy and practice for all students in the school.
- The policy should also include a way to assess barriers to engagement from the school to historically excluded communities and articulate within the policy the remedial steps that will be taken to reach and build trust with these families.
- Language in the policy should reflect multilingualism as a value and different ways to bring in this value to the school community.
- The policy discusses advocacy and parent empowerment, but should outline that due to different circumstances, schools must work harder to amplify historically marginalized parent voice.

IICB & IICC: Community Resource Persons/School Volunteers

Equity Analysis

- The policy does not articulate a desire for diversity, equity, and inclusion in seeking participation from parents/guardians/communities.



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Equity Recommendations

- The policy should identify affirmative steps to engage historically underrepresented groups in providing additional educational experiences for students.
-

IKA & IKA-R: Parental Involvement with Student Learning

Equity Analysis

- The policy laudably asks parents/guardians to take an active role in student learning and volunteers to provide training, but these parents/caregivers may have additional challenges that prevent their involvement.

Equity Recommendations

- The training programs are a wonderful tool to increase parent capacity, but the policy should include processes the division will use to understand other barriers that parents/caregivers face to being involved with their students' learning and how the school division may break down those barriers.
-

IKCA: Reports to Parents/Guardians

Equity Analysis

- The policy does not articulate proactive steps that may be necessary to reach historically marginalized parents/guardians.

Equity Recommendations

- The policy should add additional outreach steps that can be taken to ensure that parents/guardians not only receive these documents but also understand them and know how to act on them for the benefit of their students.
-

IKFA & IKFA-R: Locally-Awarded Verified Credits

Equity Analysis & Recommendation

- The committee did not identify equity concerns in the policy or regulation.
-



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IKFD & IKFD-R: Credit-By-Exam For World Languages

Equity Analysis & Recommendation.

- The policy review committee did not identify equity concerns with this policy or regulation.
-

IKG: Virginia Standards of Learning (SOL) Remediation Recovery Program

Equity Analysis

- The policy does not require demographic tracking for which students take advantage of this program.

Equity Recommendations

- The policy should include systematic, periodic review of the demographics of students needing remediation recovery as well as potential remedial steps that can be taken if disparities are found.
-

IKH: Retaking SOL Assessments

Equity Analysis

- The policy does not require demographic tracking for which students take advantage of this program.

Equity Recommendations

- The policy should include systematic, periodic review of the demographics of students needing remediation recovery as well as potential remedial steps that can be taken if disparities are found.
-

IL: Testing Programs

Equity Analysis & Recommendation.

- The policy review committee did not identify equity concerns with this policy.



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I Policies – Extra-Curricular Policies

IGDA: Student Organizations

Equity Analysis

- The policy does not articulate an equity rationale for student organizations.
- The policy does not recognize the need that organizations fill particularly for students with marginalized identities (racial, ethnic, religious minorities, LGBTQIA+ etc.).
- The policy does not articulate the rights of students in terms of assembly and speech.

Equity Recommendations

- The policy should articulate how student organizations serve a vital function in a diverse, welcoming, culturally-sustaining school environment.
 - The policy should clearly include the rights of students that may not be violated in the process of establishing organizations.
-

IGDAA: Grade Average Requirement for Eligibility to Participate in Athletic and Co-Curricular Programs

Equity Analysis

- The policy does not specify how the school division will support students to fulfill the 2.0 GPA requirement.

Equity Recommendations

- The policy should include a Multi-Tiered System of Support style intervention or other similar processes when students are identified as at-risk for falling below the GPA requirement.
 - The policy should also outline under what scenarios a waiver is granted.
-

IGE: Adult Education

Equity Analysis

- The policy does not articulate the equity concern being addressed by this policy.
- The policy leaves the establishment of tuition and fees up to the school board but does not indicate that the fees and tuition will be on a sliding scale.



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Equity Recommendations

- The policy should speak to the equity challenges for certain communities in finishing high school with a traditional diploma.
 - The policy should address tuition and fees based upon ability to pay as well as how the district may handle additional challenges of adult learners (childcare and structuring school around work for example).
-

IICA & IICA-R: Field Trips

Equity Analysis

- The policy does not indicate how access to participation in field trips can be approached equitably.
- The policy also does not include a preference for field trips that are culturally-sustaining.

Equity Recommendations

- The policy should address potential barriers to participation that some parents/caregivers may feel and work to address them under an equity rationale.
- The policy also should ensure that field trips and subsequent lessons are conducted in a way that is culturally-sustaining.



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J Policies- Discipline

JFC & JFC-R: Student Conduct

Equity Analysis

- This policy was last updated in 2015, beyond the district's five-year policy review schedule
- JFC-R was last updated in 2020, and includes reference to an addendum that addresses COVID-19
- Although policy JFC is for and about students, it's length and contents may or may not be written in a way that is easy for students and families to comprehend.
- Policy JFC requires that school based behavior plans be submitted from principals to the Superintendent each school year which acknowledges the district's awareness that each school community may have its own needs, goals, and initiatives as it relates to student conduct.
- Policy JFC clearly articulates a series of behaviors for which a student may ultimately be suspended or permanently expelled.
- This policy misses a series of opportunities to codify, introduce, include, encourage, or reinforce the district's commitments to SEL, restorative justice, reflection, and mindfulness as behavior management techniques.
- JFC-R begins with a reference to the "2020-2021 Student Code of Conduct Addendum" which addresses guidelines related to COVID-19.

Equity Recommendations

- In alignment with the district's commitment to PBIS, consider creating a checklist of norms or expectations for each school's behavior plan including but not limited to school-wide values, rules, consequences, incentives, and rewards.
- Consider adding language to address technological breaches of the student code of conduct in the subsection labeled "Students are subject to corrective action for..."
- Consider adding a link or hyperlink to the "2020-2021 Student Code of Conduct Addendum" within JFC-R.



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JFCA: Teacher Removal of Students from Class

Equity Analysis

- This policy was last updated in January 2015, beyond the five year policy review period.
- Policy JFCA begins with a commitment to the district's Positive Behavior Intervention Supports in an effort to deescalate disruptive behaviors. This introduction aligns with the district's commitment to a more equitable behavior management plan.
- Although mentioned in the final section entitled "Other Provisions," this policy does not explicitly address or center a time-bound commitment to the student's continued learning.
- This policy does not include temporal or time-bound language that specifies whether the teacher removal of a student from class is temporary or permanent and designates principals to ultimately determine the duration of the student's removal. Time-bound language may be important for schools or teachers who use a moment of hallway "reflection time," or similar mindfulness strategies, as daily behavior management techniques. The "Requirements for Incident Reports" may add another obstacle for these teachers and educators.
- Although this policy is an attempt to address students whose behavior becomes disruptive to the learning of others, this policy does not define "disruptive behavior" itself. Instead, disruptive behavior is defined as "a violation of School Board regulations governing student conduct that interrupts or obstructs the learning environment." This reference is circuitous and sends readers to multiple sources for full understanding.
- One of five options for the "alternative assignment and instruction of removed students" includes suspension/expulsion. The option to expel or suspend, connected to the loosely defined infraction "disruptive behavior," may yield variable results and disproportionately impact students who are deemed challenging or high-risk.

Equity Recommendations

- In order to define *disruptive behavior*, consider providing a link or hyperlink that connects to the "School Board regulations governing student conduct," or insert the language itself after "disruptive behavior is defined as..."
- For extended removals or roster withdrawals, the "Requirements for Incident Reports" are sufficient but may be most equitable if sequentially positioned after, and including, written notification to student and parent/guardians.
- For teachers and schools who temporarily use hallway space for mindfulness and reflection, consider using a time range to differentiate between momentary "cool offs" in the hallway and long term classroom removals.



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- Consider a time-bound commitment to the continued learning of the student in “Procedures for the Student’s Return to Class.” (ex. In the case of extended removals, the principal shall determine, after consultation with the teacher, the duration of the student’s removal from class within ___ days.)
 - After defining *disruptive behavior* and differentiating expectations for temporary and long-term removals, evaluate the option to suspend or expel the student on the “Guidelines for Alternative Assignment and Instruction of Removed Students.”
-

JFCB: Sportsmanship, Ethics, and Integrity

Equity Analysis

- This policy seeks to encourage amicable relationships among peers for students *and* adults throughout competitive experiences.
- Policy JFCB fails to define *sportsmanship* and identify related behaviors.

Equity Recommendations

- Add language that more clearly defines *sportsmanship*.
 - Consider adding a provision that clearly defines the role of a coach or adult who witnesses unsportsmanlike conduct among students, fans, or other adults.
-

JFCHA -Electronic Cigarettes (also GBECA)

Equity Analysis/Recommendation

- Equity committee recommended that the policy be deleted with the content being merged with Policy JFCH/GBEC
-

JFCH/GBEC: Tobacco Products and Nicotine Vapor Products

Equity Analysis:

- When compared to the alcohol and other drug policy and regulation (one of the strongest in terms of support and prevention), this policy focuses more on punishment and does not articulate a clear goal and rationale for school intervention.



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- This policy also does not include efforts to track incidence rates by demographic group to guide where support efforts should be increased.

Equity Recommendations

- This policy should reference a regulation that mirrors language from the alcohol and other drug policy/regulation (**JFCF-R/JFCI-R**) or provide more clear cross reference to the alcohol and other drug policy if those policies govern use of tobacco/nicotine products.
- The policy could include a preamble with clear goals related to prevention and support.
- The policy could also include language that reflects a goal of zero tobacco or nicotine use and articulate efforts to track data and prevention and support efforts that will be used to get to that goal.

JFCE: Gang Activity or Association

Equity Analysis

- This policy was last updated in 2014, beyond the five-year policy review cycle.
- In its current form, policy JFCE's attempt to address gang association may include language that ambiguously defines the words *gang* or *gang association*. This room for interpretation could have an adverse effect on students or student groups who may incur a violation.
- This policy does not include language that outlines consequences for a group of three or more students on *or* off campus, during *or* beyond regular school hours, who demonstrate similarly identified behaviors through a technological device. This exclusion may be a missed opportunity to address cyberbullying and trolling.
- This policy outlines a partnership between the Superintendent and local law enforcement for the sole purpose of "listing known gang clothing, jewelry, emblems, badges, signs, gestures, handshakes and symbols."

Equity Recommendations

- Consider updating the definition of a *criminal gang* as "any group of three or more persons" with specifically identified ill-intentions.
- Consider updating the definition of *criminal gang activity* as a list of specifically identified actions that may not be subject to interpretation.



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- Consider adding temporal language in the last paragraph about in-service training. (ex. The District shall provide “annual” professional development to facilitate staff identification of students at-risk...)
-

JFCF/JFCI & JFCF-R/JFCI-R: Alcohol and Other Drugs in Schools

Equity Analysis

- While not explicitly stated, this policy implies a “zero tolerance” approach to disciplining students who violate it by encouraging suspension and expulsion as first options.
- Policy JFCF and its regulation are undergirded by statutory language that may or may not contrast with the district’s commitment to a more equitable behavior plan for students.
- School board discretion is important, but subjective, and should not be required in order to intervene or prevent expulsion and suspension.

Equity Recommendations

- Where applicable, add “knowingly” or “wittingly” after “a student who is” “a student shall” or “a student shall not” (ex. Par I.A)
- Either in this policy or its regulation, consider implementing a mandatory district-run restorative justice program in order to replace or reduce carceral outcomes.
- Either in this policy or its regulation, consider adding mandatory counseling or intervention for any student who violates policy JFCF.
- Change “parents” to “guardians” or “families” where applicable
- Remove expulsion as the first consequence
- Define “special circumstances” in the regulations
- Section 2 Students with Disabilities, add language to clarify that consequences for students with disability “may not be” in excess of any student without a disability for the same offense

Equity Recommendations (Regulation)

- Add “knowingly” or “wittingly” after “A student shall not...” (Section III.A.)
- Add “distribute” to section III.A.2.
- In Section IV.D regarding services and records maintenance, consider implementing a data reporting expectation from the school district’s designee, or relevant department head, that tracks how many students were impacted by this policy, received counseling, suspension, alternative school, expulsion, arrest, intervention, etc.



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JFG: Search and Seizure

Equity Analysis

- The policy doesn't indicate whether or not the district collects data on the incidence of searches/seizures, the types, the demographics of the students involved, the outcomes, the impact on discipline/suspension/expulsion rates, etc.? Policy doesn't indicate that if data is collected, how is it being analyzed and by whom? Doesn't indicate whether such incidences are captured in incident reports. Doesn't mention policies about unannounced, random searches?
- Doesn't indicate a process for making this data publicly available
- Although the policy places limits on the use of strip searches, this intrusive policy is problematic for the way that it is based on sex and not gender

Equity Recommendations

- For clarity, the "reasonableness" standard should be explained. Furthermore, this reasonable suspicion while not strictly required, may be a useful standard for searches across the board (consent search, school computer, automobile, or lockers etc.) in order to avoid arbitrary targeting of certain students.
- For strip searches, the policy should
 - o Prohibit the use of these kind of searches altogether or
 - o Refine language to reflect understanding of gender and sex (cross reference with new transgender policy)
- The policy should ensure that data on searches is publicly available
- The policy should detail the ways that schools will make sure students and parents/caregivers are made aware of these procedures
- The policy should also reflect the most recent procedures outlined in the MOU with Alexandria Policy Department



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JGD/JGE & JGD-R/JGE-R: Suspension & Expulsion

Equity Analysis

- The policy focuses on the punitive aspect of what happens as a response to student behavior and although MTSS, PBIS, and restorative practices are mentioned, this information is not found in the policy but in the student code of conduct , requiring extra steps.
- Alternative approaches to suspension are not mandated (except in limited circumstances) so their use is left up to the discretion of school officials.
- The ways that students enter into alternative pathways instead of suspension are not specified.
- The focus on prevention and support could be made stronger.
- Pronouns throughout use he/she instead of gender neutral they/them or just “the student”
- The appeal process is technical, so the Board may want to outline procedures to make sure parents and students are made aware of these procedures in their native languages.
- The reporting processes for school offenses focuses on reports to law enforcement, but families and communities should also have access to disaggregated reports of not only offenses, but the responses taken.

Equity Recommendations

- In the preamble, the policy could set a clear articulable goal for student behavior, ex, The ACPS School Board:
 - o is committed to being responsive to students' social, emotional, and academic needs and/or
 - o is committed to eliminating the disproportionality rate of suspensions by school and student group" or other language from the strategic plan or something similar
- A fuller explanation of the alternatives to suspension and expulsion including MTSS, SEL, PBIS, Peer mediation, counseling and Restorative Practices could be added as a section.
 - o This section could also detail when these alternatives will be pursued (like with students in pre-k-3rd grade)
 - o Could include identification of at-risk students
 - Ex: Colorado: Each school district shall adopt policies to identify students who are at risk of suspension or expulsion from school. Students



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identified may include those who are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared habitually disruptive. The school district shall provide students who are identified as at risk of suspension or expulsion with a plan to provide the necessary support services to help them avoid expulsion. CRS §22-33-202

- Could require use of certain considerations before suspension:
 - Ex: Colorado (1.2) Each school district is encouraged to consider each of the following factors before suspending or expelling a student pursuant to a provision of subsection (1) of this section: (a) The age of the student; (b) The disciplinary history of the student; (c) Whether the student has a disability; (d) The seriousness of the violation committed by the student; (e) Whether the violation committed by the student threatened the safety of any student or staff member; and (f) Whether a lesser intervention would properly address the violation committed by the student.
- Could set restorative practices as the default and include the creation of a restorative plan
 - Ex: Colorado: the general assembly supports and encourages the use of restorative justice as a school's first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment and internet harassment, and attendance issues. C.R.S. § 22-32-144
 - Ex: Greenbush School District: MN
 - When any student is referred by any staff member for violation of school rules the following Restorative Plan will be followed: An offending student is given the opportunity to participate in a restorative process as a means of making things right for victims and the school community. Restorative approaches can be used either in place of traditional discipline (detention, suspension, expulsion...) or as a reentry tool upon reentry from traditional discipline practices.
- The policy could clarify which appeals end with the superintendent, and which can be considered by the school board.
- A process for students to review their placement in alternative schools should also be outlined.



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- Disparities that arise in the course of reporting should be made publicly available and plans to ameliorate those disparities should be addressed in the policy, preferably in conjunction with families and the community.



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JGDA: Disciplining Student with Disabilities

Equity Analysis

- Although many of these regulations are found in federal statute, ACPS still may want to bolster reporting and look for disparities in the number of students with disabilities that receive discipline.
- For manifestation hearings and disciplinary processes, the policy does not explain how students and parents should be made aware of the processes.

Equity Recommendations

- Include language requiring the tracking of disaggregated data in the number of students with disabilities receiving exclusionary discipline and/or a manifestation determination.
 - Ensure language detailing how parents/caregivers will be informed of these processes when their student is involved in these programs.
 - Also indicate any other rights during the hearings (participate in the IEP team/bring representation to manifestation or disciplinary hearings et.)
-

JGDB: Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

Equity Analysis

- The policy only outlines punitive responses for these students.
- The same early intervention, alternatives to suspension/removal and support that is available for students without disabilities.

Equity Recommendations

- The policy could outline some of the specific interventions that can be used to prevent or remediate violent behavior with students with certain disabilities.
- The policy can outline what services will be provided when the student is removed to the alternative education program.



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JC/JCD & JC-R/JCD-R: Student Placement

Equity Analysis

- The policy does not articulate an equity rationale for how student placement changes will be made.
- The policy does not include tracking mechanisms to show the characteristics of students and schools that must be reassigned due to capacity.
- The policy does not indicate tracking mechanisms for which students and families request and use programmatic and administrative transfers.
- The policy does not address the equity concerns with transportation and transfers.
- The policy does not explicitly address procedures and protections for students and families that are transitory or may be dealing with homelessness and how deadlines may be adjusted in those circumstances.

Equity Recommendations

- The policy should state an explicit equity rationale and equity goals for how placement and transfer decisions will be made in the division.
- The policy should also include mechanisms to track and publish which schools are over capacity, which programs lead to transfers and analyze the demographics of which families are dealing with each student placement issue.
- The policy should indicate ways that transportation challenges can be mitigated for students and families with limited economic resources.
- The policy should address the different challenges that homeless families face with regard to placement and transfer.



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JCA: Transfers by Student Victims of Crime

Equity Analysis

- The policy does not explain the criteria that comprises a comparable school for the purposes of a transfer.
- The policy also does not contemplate psychological victimization due to racial, gender, or religious bullying that may also warrant transfer in specific circumstances.
- The policy does not include mechanisms to track the demographics of students utilizing the transfer provisions.
- The policy also does not indicate what other supports will be provided to victims in addition to allowing a transfer.

Equity Recommendations

- The policy should include an explanation for what a comparable school is for purposes of this policy.
- The policy should also explain what intermediate mitigation may happen if a comparable school transfer is not available.
- The policy could include other interventions for students who have been victims and may expand the definition to include specific interventions for racial, gender, sexuality, or religious based bullying or harassment.
- The policy could also explain what supports are made available in addition to transfer for victims of crime.



ACPS Equity Audit

JCB: Transfers by Students in Persistently Dangerous Schools

Equity Analysis

- Because ACPS has no schools designated as persistently dangerous, this policy is not necessary.

Equity Recommendations

- This policy may be deleted.



ACPS Equity Audit

JCE & JCE-R: Redistricting Implementation

Equity Analysis

- The policy does not acknowledge the ways that redistricting efforts may perpetuate schools that are not diverse due to underlying housing patterns.
- The policy also does not consider the impact of redistricting on recreation centers and transportation of students.
- The policy does not require an analysis of how programmatic exemptions may create inequitable school access.

Equity Recommendations

- The policy should state an affirmative priority of creating diverse schools through redistricting, and all redistricting decisions should come with an analysis on demographics of individual schools.
- The policy should consider and further outline the impact of transportation on redistricting, particularly as it pertains to recreation centers and lack of access to transportation when redistricting.
- The programmatic exemptions to redistricting should be re-examined to determine what kinds of students utilize the exemptions and what impact does each exemption have on school composition.
- The programmatic exemptions should also incorporate programs in existence beyond elementary school and consider how programs offered in middle and high school may be incorporated into redistricting considerations.
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ACPS Equity Audit

JCJ: Classroom Assignments for Twins

Equity Analysis

- This policy does not present an equity concern.

Equity Recommendations

- This policy may remain as it is currently written.



ACPS Equity Audit

JEB: Entrance Age/Admission of Persons Not of School Age

Equity Analysis

- The policy does not make specific mention to groups that ACPS will encourage to enter school early based on the benefits of early entrance to school.
- The policy doesn't specify how tuition will be assessed within the policy.
- The criteria for admission may also be impacted by student testing and access to pre-k programs.

Equity Recommendations

- The policy should articulate how early admissions can be used as an equity tool and how students who traditionally lag behind may have access to preparation to help them be ready for kindergarten and pre-K.
- Tuition charges should be outlined and should be assessed equitably within the policy.
- If testing and readiness is a part of the admissions process for early entrance, those considerations and procedures should be articulated within the policy.



ACPS Equity Audit

JEC & JEC-R – School Admission

Equity Analysis

- The policy references tuition as an option for students in certain specific circumstances, but it is not clear how the Superintendent sets tuition levels and whether these levels are set equitably. If this practice is not currently in use, that may also be clarified within the policy and regulation.
- The policy may present additional barriers for students in families that are undocumented. Specifically, ACPS makes referral to local law enforcement agencies if the certified copy of the birth record is not provided.
- The policy also erects additional barriers to admission for students who have been suspended or expelled even in other states or other private school systems.
- The policy may also erect additional barriers for students in non-traditional housing arrangements, particularly students with shared guardianship or custody agreements in their family.

Equity Recommendations

- While the school division regulation includes a prohibition on inquiring into the student's citizenship or visa status in determining eligibility for tuition free enrollment, this prohibition does not extend to the rest of the policy's provisions nor to the student's family. The policy should apply this concept to the rest of the provisions and work to limit the law enforcement exposure of undocumented students and families. Furthermore, the policy may state an affirmative vision for granting admission to all students from all backgrounds found in ACPS school boundaries.
- For students who come to the district from being suspended or expelled, the policy should clarify what circumstances will lead to a student being deemed a danger to other students and staff.
- The policy should include specific considerations for students in shared custody or guardianship situations that spend half of their time with either parent or caregiver.



ACPS Equity Audit

JECA: Admission of Children Who are Homeless

Equity Analysis

- The policy's name and language throughout the policy does not address the transitory nature of housing insecurity and applies the label of homeless to certain students.
- The policy does not explicitly explain the support provided for these students via the McKinney-Vento Homeless Assistance Act once enrolled.
- The policy does not make explicit how students seeking Pre-K enrollment will be treated if their family is also experiencing homelessness.

Equity Recommendations

- The title of the policy should change to "Admission of children who are experiencing homelessness" and that language should be consistent throughout the policy.
- McKinney Vento should be referenced and the supports that are available through that act and that are provided by ACPS.
- The policy should include a mechanism to track the number of students experiencing homelessness and interventions or ways the school supports students and families secure stable housing.
- The policy should specify whether or not these provisions apply to Pre-K.



ACPS Equity Audit

JECB: Admission of Nonpublic School Students

Equity Analysis

- This policy does not present an equity concern.

Equity Recommendations

- This policy may remain as it is currently written.



ACPS Equity Audit

JECB: Admission of Nonpublic School Students

Equity Analysis

- This policy does not present an equity concern.

Equity Recommendations

- This policy may remain as it is currently written.