



ACPS Equity Audit

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I & J Policies – Student Placement

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.
- 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.



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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.



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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