

Baker-Butler Elementary School



Parent/Student Handbook 2019-2020

Baker-Butler Elementary School
Where every student counts!

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Letter from the Principals

Dear Baker-Butler Families and Friends,

During the 2019/2020 school year, we will continue our shared vision of Baker-Butler Elementary School as a collaborative school community with high expectations for all students. This vision is realized by all of us working together as a professional learning community with the best interest of our students as the basis for decisions we make.

In alignment with Albemarle County Public Schools, students at Baker-Butler begin to develop competencies to learn beyond the simple recall of facts, to understand the connections to and implications of what they learn, to retain what they learn, and to apply what they learn in new contexts. In addition, students are afforded the opportunity to learn in multiple ways through the ACPS Seven Pathways to student learning which include maker learning, interactive technologies, project-based/passion-based learning, universal design, comfort learning, instructional tolerance, and connectivity.

As we work to support the whole child, we are pleased with the quality results demonstrated in the visual and performing arts as well as in physical education. Many other resources in our school also contribute to the development of each child including Special Services, Guidance, ESS, Technology, Media Center, clubs, EDEP and the many other student and family-centered activities.

Our students are more likely to be successful when they also have the support of their families. We see family involvement as a critical component to the education of each child. Children come to school wanting to learn, they want to make good decisions both academically and behaviorally and they need everyone's help.

Handbook Purpose

The purpose of this handbook is to provide to students and parents with important information about the mission, objectives, policies and procedures of Baker-Butler Elementary School.

All staff members adhere to policies established by the Albemarle County School Board. These policies can be found on the Albemarle County web site at www.k12albemarle.org. The statements in this handbook are consistent with the School Board policies

We appreciate our partnership in education with you. Thank you!

Respectfully Yours,

Seth Kennard and Christine Peterson





VISION

All learners believe in their power to embrace learning, to excel, and to own their future.

MISSION

The Albemarle County Public Schools' core purpose is to establish a community of learners and learning, relationships, relevance and rigor, one student at a time.

VALUES

Excellence, Young People, Community, Respect

STUDENT CENTERED GOAL

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers, and citizens.

OBJECTIVES

1. **We will engage every student.**
 - ACPS will engage every student in meaningful, authentic and rigorous work through the use of instructional best practices and supportive technologies that will motivate students to be self-directed and inquisitive lifelong learners.
2. **We will implement balanced assessments.**
 - ACPS will implement a balanced assessment system that accurately reflects student demonstration and mastery of our Lifelong-Learner Competencies.
3. **We will improve opportunity and achievement.**
 - ACPS will improve lifelong-learning opportunity and achievement for all students and enrollment groups.
4. **We will create and expand partnerships.**
 - ACPS will create and expand partnerships with parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and lifelong-learning outcomes for student success.
5. **We will optimize resources.**
 - ACPS will optimize all resources to achieve the school division's strategic goal and lifelong-learning outcomes for student success.

Strategic Priorities:

1. Create a culture of high expectations for all.
2. Identify and remove practices that perpetuate the achievement gap.
3. Ensure that students identify and develop personal interests.

School Information

Phone Numbers

Baker-Butler Office	974-7777
Albemarle County Schools	296-5886
Superintendent of Schools	296-5826
Extended Day Enrichment	296-5840
Transportation Department	973-5716
ACPS Special Services	296-5885



School Hours

The school day for students is 7:45 a.m. – 2:30 p.m. Students may be dropped off starting at 7:40 a.m. When the bell rings at 7:45 students may go to their classrooms. School begins at 7:55 a.m. Dismissal will be at 2:25 p.m. for Kindergarten – 2nd grade and 2:30 p.m. for 3rd – 5th grade.

The school office is open each weekday from 7:40 a.m. to 3:30 p.m. Students are expected to attend regularly and arrive on time.

All Visitors



We enjoy having parents at Baker-Butler. Please help us make sure that your students' learning is not interrupted during the school day. These are the ways you can help:

1. All parents and visitors must check-in in the office, sign in as a visitor or volunteer and wear a visitor's badge before going anywhere in the building.
2. If you are having lunch with your child, please meet your child in the cafeteria after checking in at the office.

3. If you want to spend time in the classroom, either as a volunteer or an observer, please arrange it with the classroom teacher ahead of time.

Emergency Care Cards

All parents are asked to fill out a school emergency care card on the first day of school. This card is extremely important and should be returned to the school immediately. It provides the school with phone numbers to reach you in case of an emergency and gives permission to admit a child to the hospital if necessary. If your child has specialized medical needs, please note them on the card.

If you move or have a change of phone numbers, please notify the office immediately.

Emergency Dismissal

All parents are also asked to complete an emergency dismissal form. If the school has an unscheduled early closing, we will refer to the emergency dismissal form for your child's dismissal plans. If your emergency closing plans change during the year, please notify the office staff so that we can keep plans current. Below are some tips that will make an emergency dismissal run smoothly:

- Please plan an emergency dismissal procedure for your child. Many working parents have their children go to a neighbor's house. Make sure the school has a copy of your emergency plan. If you plan to pick your child up at school, you must be here at the announced closing time.
- It is important for your child to know the emergency closing plan so that he or she feels safe when leaving school due to an emergency closing. A child will not be dropped off from the bus in bad weather unless the driver knows that the situation is safe.

Incident Weather Early Dismissal

When Albemarle County Schools are closed due to bad weather, the announcement will be made by approximately 6:30 a.m. on all local radio and television stations. Please do not call the school. Also, you may call 296-5886 to receive school closing information. You may also take advantage of the Electronic Emergency Notification System, which will notify you via phone/e-mail if there is a change in the school day. Please see the front office for additional details or check the ACPS website. www.k12albemarle.org

Early Dismissal

If a child is to be picked up before 2:30 p.m., please send a note with the details or call the school before 1:30 p.m. Parents picking up a child must report to the office and sign out the student. *Parents may not pick up children from the classroom.*

A student will not be allowed to leave school with anyone other than his or her parents or guardians unless we have prior notification from the parent or guardian. If you need to send someone to pick up your child from school, please notify the school in writing. If you need to change your child's dismissal, please call the school before 1:30 p.m.

If you are picking up your child during dismissal, please pull into the circle and your child will come out to you. However, if you are going to get out of your car to meet your child, please park in the parking lot.

Dress Code

A student should dress in a manner that does not distract or interfere with the orderly process of instruction. The clothing that should not be worn includes (but is not limited to): Halters, no tank/tube tops, no bare midriffs, shoes and shirts must be worn at all times, etc. Also, there should be no undergarments showing at anytime.

Child Nutrition Program

Grab & Go Breakfast is served at BBES starting at 7:45 a.m. More information and the weekly menu can be found by visiting their website.

<https://www2.k12albemarle.org/dept/osp/nutrition/Pages/default.aspx>

Student Breakfast K-12	\$1.45
Student Lunch: Elementary	\$2.70
Student Lunch: Middle-High	\$2.95
Adult Breakfast	\$1.75
Adult Lunch	\$3.55
Ala Carte Milk	\$0.55
Reduced Price Breakfast	\$0.30
Reduced Price Lunch	\$0.40

Online Meal Prepayment System

www.myschoolbucks.com
Funds made to the student's meal accounts using myschoolbucks can only be used in the school cafeteria program.

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Moment of Silence

ACPS School Board policy provides that for “One minute each day all students must be seated and silent so that each pupil, in the exercise of his or her individual choice, can meditate or pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the exercise of individual choice.” The observance of the minute of silence will take place each morning during the announcements.

Baker-Butler School Expectations

The following school rules are to benefit all the people in our school community. Their purpose is to maintain an atmosphere of mutual respect and harmony.

- Use kind words.
- Use kind actions.
- Listen.
- Take care of our space.

The enforcement of school rules is the responsibility of all the adults working in the building. Disciplinary measures generally consist of withdrawal of privileges and/or time out from the class. In extreme cases, a child may be suspended from school.

Parents will be notified if a child repeats an offense or if a major violation of the rules occurs (i.e. fighting, discriminatory remarks or behavior, bullying, etc.)

Prohibited and Illegal Items

Students are prohibited by state and local law and policy from having in their possession any firearms, knives of any kind, other weapons, medications, drugs, or other dangerous and unnecessary items while on school property (including buses). The principal can inspect children's desks or possessions if there is a reasonable belief that items exist that would be injurious to students or that might pose a threat to the maintenance of discipline and order in the school.

Children in possession of items such as knives, razors, BB guns, and prescribed medications is treated as a serious offense by the school board with the possible consequences of suspension or expulsion. Medication should always be delivered to and picked up from school by parents rather than sent in backpacks or with the child.

Personal Electronic Devices

Students are not allowed to have electronic devices such as beepers, pagers, cellular telephones, Smart Phone, iPad, iPod or gaming devices remote controls, etc. in school unless permission has been granted by the administration.

Parents who feel their child must bring a personal electronic device to school (cell phone, smart phone, beeper, iPod, etc.) should contact the Principal or Assistant Principal for assistance.

CARE OF MATERIALS AND FACILITIES

Children are responsible for books and other instructional materials. They are expected to care for materials during at home and school use. If materials are damaged as a result of negligence, you may be charged the replacement costs. In addition, to our class meeting discussions about caring for materials and facilities, we encourage you to also talk with your child about the need to take care of our buses, bathrooms, and playground areas in addition to classrooms and materials.

RESPONSIVE CLASSROOM

What is it? Why do we do it? How does it impact kids?



Responsive Classroom (Behavior Management in the School and Classroom): Creating Safe, Challenging, and Joyful Elementary Classrooms and Schools

The Responsive Classroom approach to teaching emphasizes academic, social, and emotional growth in a strong school community. We believe that how children learn is as important as what they learn, and that academic success is inextricably tied to building social-emotional competencies. We provide K-8 educators with practical training and resources to help create safe and joyful classrooms and schools where children can thrive.

Independent research has found that the Responsive Classroom approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been backed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.

The Four Key Domains of Responsive Classroom

- **Engaging Academics**

Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

- **Positive Community**

Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.

- **Effective Management**

Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

- **Developmental Awareness**

Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Please refer to the follow Responsive Classroom Videos at:

<https://www.responsiveclassroom.org/about-responsive-classroom>

Please refer to the following Responsive Classroom fact sheet found at:

https://www.responsiveclassroom.org/sites/default/files/pdf_files/rc_fact_sheet.pdf

While in the building children are expected to walk in classrooms and halls, use an inside speaking voice, and take off and put away caps and hats. Toys and games are not allowed in school without the permission of the teacher.

DAILY ATTENDANCE EXPECTATIONS

The school day is from 7:45 a.m. - 2:30 p.m. **Children who arrive after 7:55am are tardy and they should be signed in by the parent/guardian and receive a late pass.** Children may arrive by car as early as 7:40 a.m. but must **not** be dropped off before that time since adult supervision begins at 7:40 a.m. Children are dismissed from class at 2:25 (K-2nd) and 2:30 (3rd-5th) to buses and parent pickup.

Regular, on-time daily attendance has a positive impact and is essential to your child's academic and social/emotional success. Each time your child is absent from school, valuable opportunities for social and academic growth are missed and difficult to make up. While we recognize that there are times in which a student will miss school or be late to school, we (the educational team) become

concerned when the number of absences or tardies exceeds 5. If there are extenuating circumstances surrounding your child's absences, please contact the school nurse, counselor, or us. The Code of Virginia, Section 22.1-254, says that it is the legal responsibility of the parents and guardians to ensure that students are in regular and punctual attendance for the entire school day. At Baker-Butler Elementary School, the attendance hours are 7:45 a.m. – 2:30 p.m.

Please notify the front office of all absences by calling 974-7777 or send in a signed note stating the reason for the absence upon returning to school.

TRANSPORTATION - ARRIVAL AND DEPARTURE

Nothing is more important than the safety of the children attending our school and we need your support accepting and following these guidelines to reduce the chances of a child getting hurt during the morning and afternoon "rush hours." Please allow sufficient time to deliver and pick up your child.

Transportation by Bus

Most children are transported by buses and we encourage the use of bus transportation. However, transportation by bus is a privilege, not a right, and if students misbehave they may be denied bus privileges. Bus safety is extremely important and it is an expectation that children use safe bus behaviors at all times. Our buses have an excellent safety record, which reflects parent support as well as driver competence. To help us, please take the time to discuss bus safety rules with your child throughout the school year. The Transportation Staff provides a general outline of expectations to each family. If you have concerns with Transportation Service, please attempt to resolve concerns with the driver first. If concerns cannot be resolved, please call the Albemarle County transportation office for assistance at 973-5716 or our office staff at 974-7777.

Requests for any permanent change from standard bus transportation drop off and pickup must be made in writing from you and approved by the school principal/designee in consultation with the transportation staff. Otherwise, division transportation staff assigns specific pickup and drop off sites to each family. Drivers do not have the freedom to approve parent requests for changes in pickup and drop off sites.

TRANSPORTATION BY CAR

ARRIVAL (7:40am-7:55am)

Arriving at school by car before 7:40 AM - We request that you park in the parking lot (please do not park in the circle) and **remain with your child until 7:40,**

either in your car or standing in front of the school. Please escort your child from the parking lot to the front of the school and remain with your child until 7:40 AM.

Please note that our school officially opens at 7:40 AM. Adults and children should not be inside the building before 7:40 AM, unless you have a previously arranged appointment to meet with a staff member.

Arriving at school by car at 7:40 AM – Park in the parking lot and escort your child to the front door **or** you can choose to drive through the circle and drop off your child (*please have your child get out of the car on the passenger side only*). We do request that parents/guardians remain in the vehicle so that the traffic flow is not interrupted. If you need to have a conversation with other parents or a staff member, please park in the parking lot.

DISMISSAL (2:20pm-2:35pm)

If you park your car:

We request that you park in the parking lot and walk to the front of the school and wait in the designated parent pick-up area. Please do not park in non-parking areas or in the handicapped spots unless you have the appropriate placard.. Students designated as parent pick-up will be released by BBES staff members one at a time. Please check in with parent pick-up staff and let them know who you are picking up. Be prepared to show ID if you are unknown to the staff member.

If you use the car loop:

If you drive into the circle area to pick your child up, please remain in your car and teachers will deliver your children to you on the passenger side of your car. Once your child is in your car, please remain in the queue, carefully moving forward as each car in front pulls away. Please follow all directions of staff members carefully.

MEDICATION AT SCHOOL

The office staff will dispense medicine to children during school hours when necessary. However, we do encourage you to ask your physician to prescribe medications that can be given at home whenever possible. If it is necessary that medicine be given at school, please follow the procedures listed below:

- ❖ **Medication should always be delivered to and picked up from school by parents.** It must be in the original container complete with a pharmacist's label showing the child's name. Please send a spoon or other accurate measure for liquid medicines.

- ❖ A Medication Form must be completed by a physician for prescription medication or by you for nonprescription medication. These forms are available in the office. *The form can be faxed to us at 964-4684 from the doctor's office.*

Medications are kept in an office cabinet and administered to students under direct adult supervision. Daily records of administration are kept for each child to ensure that the process is accurate. Please be sure that your physician understands that medicines are being administered at school by secretarial staff when prescription dosage and other administration information are written.

ALLERGIES AND OTHER CONDITIONS

If your child has an allergic reaction to certain foods, pollen, dust, bee stings, etc. that requires medical attention, it is essential that the school be provided with medication to administer, procedures to follow, and emergency contact numbers. Please note on the emergency information card any conditions such as asthma, epilepsy, heart conditions, etc. and essential medical procedures to follow. Medications for asthma, etc. should be updated and replaced as needed by you. If a child is to be excluded partially or completely from physical education, a doctor's statement is required.

Staff Health and Safety Training

At the beginning of each year all staff members receive a medical list detailing all children in the building with health-related illnesses or conditions. When children attend field trips, the office staff sends medications along with teachers in one of our portable first aid kits. Several staff members stay updated on first aid procedures for treatment of medical conditions such as allergic reactions, asthma, diabetes, and seizures. In addition, they may participate in training activities related to appropriate first aid procedures for falls, head and back injuries, cuts, possible broken bones, and recognition of common childhood illnesses. Certain staff members are also trained to administer CPR and administer first aid to students until necessary medical support is available.

School Nurses meet each year to assess school safety and health-related concerns, provide parental information, staff direction and support, and guidance to the school. Please notify the office immediately if there are any significant changes in your child's health.

EDUCATIONAL INFORMATION

Instructional Programs

All Baker-Butler students receive instruction in the areas of reading/language arts, mathematics, science, social studies, health, physical education, art, library, and music. Teachers follow the instructional goals and objectives of Albemarle County when planning classroom activities in these subjects. Copies of curriculum guides are available on the Albemarle County web page at www.k12albemarle.org for parents to review. Baker-Butler also provides services in Special Education, Speech/Language, and Occupational Therapy for identified students. Teachers or parents may refer a student to the School Based Intervention Team (SBIT) for consideration of inclusion in these services. English as Second or other Language (ESOL) services are provided for identified students.

Baker-Butler also provides gifted services for students. Children are screened and tested for gifted identification during the school year (October, December, and March). Parents/guardians, teachers, and others may nominate a student at any time during the school year. There will be an informational session to learn more about the gifted services early in the school year. The gifted resource teacher also collaborates and consults with classroom teachers in organizing enrichment and differentiated activities for all students.

Elementary Homework Time Guidelines

Grades K-2

Homework at the lower elementary level should be minimal and experiential, and most often should take the form of reading, playing games, or doing other activities that involve family.

Grades 3-5

Homework during these grade levels will reflect the more complex nature of the content that students are expected to know and understand as well as the increasing expectation that students be more independent. Research has not shown a strong relationship between the amount of homework an elementary school student completes and achievement on standardized assessments.

Kindergarten	Up to 10 minutes
1st Grade	Up to 10 minutes
2nd Grade	Up to 20 minutes
3rd Grade	Up to 30 minutes
4th Grade	Up to 40 minutes
5th Grade	Up to 50 minutes

STUDENT PROGRESS REPORTS

Teachers in grades K - 5 report your child's progress to you at least four times each school year. Progress reports for grades K-3 include parent conferences

and a report card with numeric assessments of progress. In grades 4-5, students receive letter grades in core academic areas.

Teachers use concrete samples of your child's work in math, language arts, and other curricular areas to describe your child progress. The teachers keep records of daily work to document performance. These records include written observations of your child at work, book lists, writing samples, audio tapes, art work, project work, etc.

In addition to formal reports, teachers regularly send work and other information home each Friday and either write or call parents to discuss progress, achievement and specific assistance that may be needed. If you have questions or concerns about your child's progress, you are encouraged to call your child's teacher to talk by phone or schedule a conference.

When formal conferences are scheduled, teachers communicate the dates and available times in writing to you.

STUDENT RECORDS

Each student has a cumulative folder kept in the office. The information in this folder includes parent's or guardian's name and address, health records, testing data, yearly grades, end-of-the year promotion or retention, social security number and birth certificate file number with birth date. A second folder contains information related to special education, legal documents, etc.

❖ **You have the right to review all records on your child upon request.**

PARENT/STAFF COMMUNICATION

Our staff members have developed a variety of ways in which communication about your child can occur. Effective communication is critical to creating a positive and supportive atmosphere in which your child can function as a learner and community member. Typically, communication occurs through:

1. Friday Envelope/Folder- includes samples of your child's work, school wide and teacher updates, and information sent out from the division's central office,
2. Phone calls or emails to discuss your child as needed,
3. Parent conferences and written student progress reports,
4. Regular PTO meetings and events,

5. Visits to the school as a volunteer or class guest,
6. Work assigned to be done at home- projects, reading, activities, etc.

PTO (Parent-Teacher Organization)

Baker-Butler is fortunate to have a very dedicated, capable, and involved group of parents and teachers who together make up the PTO. The PTO organizes a wide variety of events and activities throughout the year in order to enrich our children's educational experiences, to build a sense of community, and to support our school. General meetings are held every month at Baker-Butler. All parents and teachers are encouraged to join and become active participants.

The general objectives of PTO are:

1. To promote the welfare of children and youth in home, school, and community,
2. To educate parents about their rights and responsibilities in the school environment,
3. To bring into closer relation the home and the school so that parents and teachers may work through a cooperative partnership in the education of the child.
4. To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, intellectual, emotional and social education.

Please check the PTO website for a schedule of events.

2019/2020 PTO Board Members

Co-Presidents: Allison Ochs and Emily Powell, bakerbutlerpto@gmail.com

Vice President: Noel Jorgenson

Secretary: Jessica Goins

Treasurer: Caroline Stout

Club Coordinators: Sandra Holbrook and Jennifer Sims

Teacher Liaison: DeDe Leach & Randi Welborne

We don't accomplish anything in this world alone ... and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something.

Sandra Day O'Connor

ANTI-RACISM POLICY (ACPS)

The Albemarle County School Board (“Board”) and the Albemarle County Public Schools (“Division”) reject all forms of racism as destructive to the Division’s mission, vision, values, and goals. The Board is committed to the following principles: 1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism. 2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017). 3. Respecting and championing the diversity and life experiences of all community members to support the school division’s mission, vision, values, goals, and objectives. 4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, Nondiscrimination. Purpose Personal and institutional racism have historically existed and continues to exist in the Division. Combating racism in our schools is a legal and moral imperative. In this Division, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires. These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and

educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice. The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies.

ACC Page 2 Definitions adapted from the Government Alliance on Race and Equity at www.racialequityalliance.org) Anti-racism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism. Individual racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others. Institutional racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people. Structural (or systemic) racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

Adopted: February 28, 2019 Cross Refs: AC, NondiscriminationGB, Equal Employment OpportunityIGAK, Equity EducationINB, Teaching about Controversial IssuesJB, Equal Educational OpportunitiesJFC, Student ConductJFHA, Prohibition against Harassment and Retaliation

ACC-AP Page 1 ANTI-RACISM POLICY REGULATIONS

These regulations are designed to dismantle the individual, institutional, and structural racism that exists in the Division. The Board directs the following action: Policy Communication 1. Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The Division will also post a public statement in high traffic locations at its main offices and on the Division website. The public statement shall read:

“Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division’s equity mission to end the predictive value of race and ensure each individual student’s and staff’s success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.” 2. The Board shall establish an organization or committee of students in the Division to promote equity and diversity and to serve as leaders and spokespersons within their schools and the Division. 3. This policy shall be included in student handbooks provided to students and families. 4. This policy shall be translated into other languages and be made available for families.

Leadership and Administration The Board shall address systemic racism as follows: 1. Develop and conduct a systemic Equity Needs Assessment for the Division to identify processes and practices that cause or contribute to inequitable outcomes. The Assessment shall also include an inventory of what equity-related data is currently collected by the Division. Following the assessment, strategies will be developed and implemented to address the identified issues. 2. To address disparities in course participation (including AP/honors participation): a. All school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families. b. School counselors shall be responsible for

educating students and families as equitable partners in the selection process and course sequencing. c. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.

ACC-AP Page 23. The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension. a. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken. b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other explicit policies or training resources. Curriculum and Instruction 1. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color. 2. All curriculum materials shall be examined for racial bias by the Division's Department of Student Learning. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents. 3. The Board and Division shall implement an anti-racist curriculum and provide educational resources for students at every grade level. 4. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The Board shall support

interschool activities that will allow students to experience the diversity within the Division. Training 1. All Board and Division staff shall be trained in this anti-racism policy. 2. All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal. 3. All Division staff shall be trained about racism and about how racism produces inequitable practices and outcomes.

ACC-AP Page 3 Policy Enforcement 1. Staff shall collect, review, and provide an annual report to the School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams. 2. The assistant superintendent for school and community empowerment shall be responsible for implementation and evaluation of Division strategies for implementation. Adequate resources shall be appropriated. 3. The Division shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.