



# Equity Audit Policy Revision Overview: Student Discipline and Conduct

**School Board Meeting  
December 2, 2021**

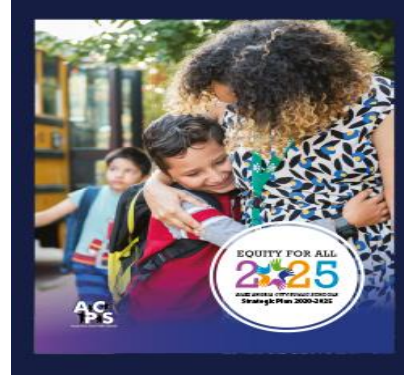




# Project Purpose

## Review current School Board policies to:

- Ensure each policy aligns, guides, and supports educational equity and the Strategic Plan.
- Specifically identify root causes of disparities.
- Focus on the most marginalized populations to ensure equity for all.
- Uncover and revise policies that thwart the success of historically marginalized groups.
- Dismantle current systems that are barriers to student success.





# Our Equity Audit Team

**Paula Johnson, Ph.D.** – IDRA EAC-*South* Director

**Terrence Wilson, J.D., MPA** – IDRA Regional Policy & Community Engagement Director

**Jasmine Bowles, M.S.Ed.** – Equity Consultant

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**Dr. Michelle Rief** – ACPS School Board Member

**Christopher Suarez** – ACPS School Board Member

**Dr. Julie Crawford** – Chief of Student Services & Equity

**Kennetra Wood** – Executive Director of Equity & Alternative Programs

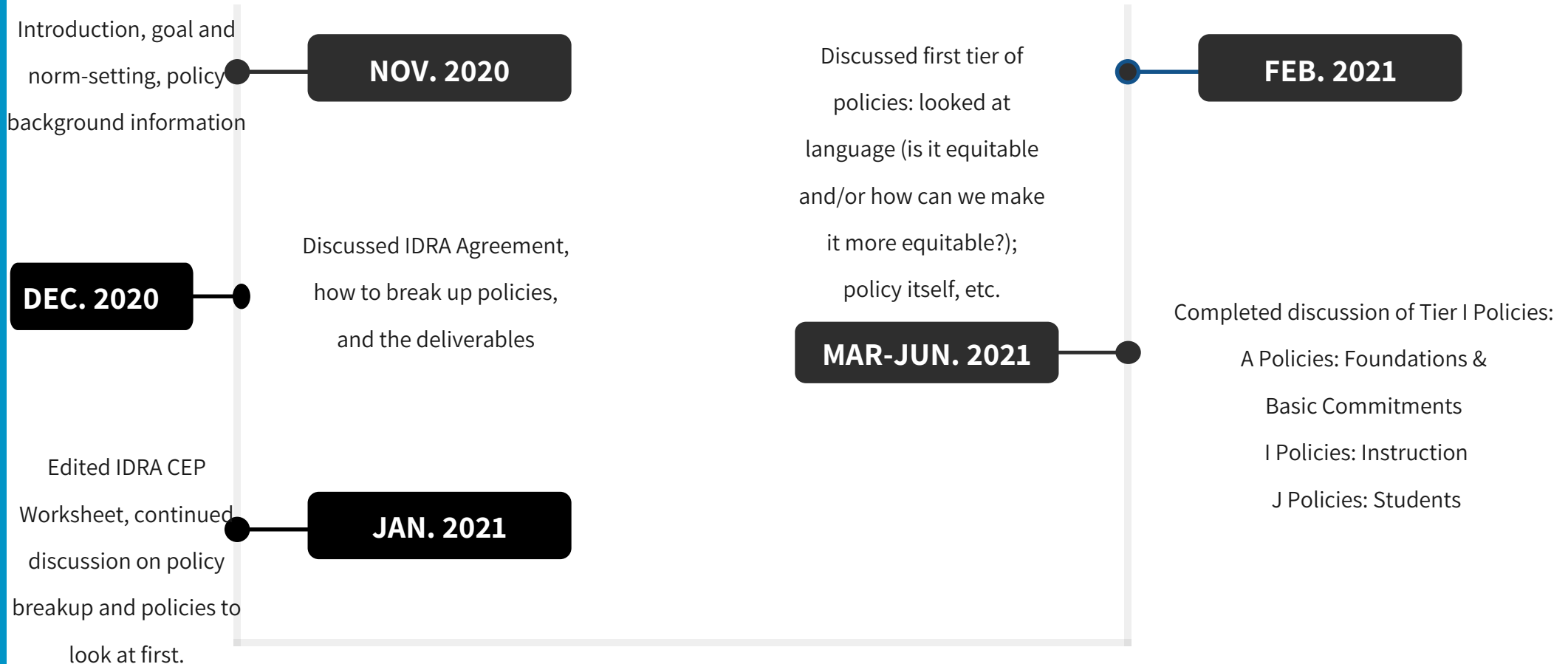
**Jennifer Abbruzzese** – Director of Policy & Board Initiatives

**Cheryl Robinson** – Cultural Competency Coordinator

**Lexus Whitfield & Toluwani Roberts** – ACPS Equity Residents



# Equity Policy Audit: Phase 1 Timeline





# Equity Policy Audit: Current Work



## Phase II: SY 2021-22

- Community engagement with ACPS stakeholders
- Committee reviews and drafts revisions
- Board refines and adopts policy revisions
- Review of Tier II policies

## Phase III

- Action planning, implementation & capacity building
- Development of 5-year outlook and plan for re-evaluation





# School Board Committee

## Responsibilities:

- School Board Chair periodically recommends three Board Members for appointment to serve during next rotation
- Performs in-depth policy review through an equity lens and attends monthly meetings
- Recommends revisions and presents to full Board for review/ approval





# Committee Review Process

- Review policies.
- Discuss & consider stakeholder feedback.
  - ACPS/IDRA Audit Team
  - Focus groups
- **Develop revisions.**
  - Additional rounds of discussion & feedback
- Refine proposals and **advance to Full Board.**





EMPOWERING

# Community Feedback

**Presented by:**

**Terrence Wilson, J.D., MPA**

**IDRA Regional Policy & Community Engagement Director**







# Staff Feedback

## Student Discipline and Conduct Policies

- Overall approach should be MTSS/Restorative Practices/Interventions vs. punitive tone/sanctions.
- Staff need more specific processes/procedures to ensure consistent implementation.
- Disproportionate impacts on students of color.
- How do we measure actual practice/interpretation of policy and outcomes for students?
- Update terminology and add specific definitions so they are not open to interpretation; so policies are applied consistently.





# Discipline & Conduct Policies



[Policy JFC](#) & [Regulation JFC-R](#): Student Conduct

[Policy JFCA](#): Teacher Removal of Students from Class

[Policy JFCB](#): Sportsmanship, Ethics and Integrity & *Newly Proposed Regulation JFCB-R*

[Policy JFCE](#): Gang Activity or Association

[Policy JFCF/JFCI](#) & [Regulation JFCF-R/JFCI-R](#): Alcohol and Other Drugs in Schools

[Policy JFCH/GBEC](#): Tobacco-Free School for Staff and Students & *Newly Proposed Regulation JFCH-R/GBEC-R*

[Policy JFG](#): Search and Seizure

[Policy JGD/JGE](#) & [Regulation JGD-R/JGE-R](#): Suspension & Expulsion

[Policy JGDA](#) & [Policy JGDB](#): Disciplining Student with Disabilities



# Draft Revisions

## Policy JFC & Regulation JFC-R: Student Conduct

- Vision of community
- Prioritized commitment to social-emotional learning (SEL), restorative practices, behavior management techniques
- Approaches for communication of behavioral interventions, instructional support and sanctions
- Expanded/clarified definitions
- Updated terms and gender-neutral pronouns
- Collaboration among staff (e.g., school principal and social worker)
- Data collection and reporting re: administrative responses to Code of Conduct violations



# Draft Revisions

## Policy JFCA: Teacher Removal of Students from Class

- MTSS/restorative practices utilized instead of removal when possible.
- Every instance of removal documented through incident reports.
- Distinguish between disruptive behavior and emergency situations.
- Distinguish between change in location within the building and longer-term removal.
- Communications to parents/guardians in preferred language.
- Provisions added re: reporting and quarterly/annual review of removal data.



# Draft Revisions

## Policy JFCB: Sportsmanship, Ethics and Integrity

- Expansion of policy beyond athletics.
- “Sportsmanship” defined.
- Extended to students, opponents, officials, administrators, coaches & spectators.

## ***Newly Proposed Regulation JFCB-R: Prohibition of the Use of Hate Speech, Ethnically or Racially Insensitive Expressions in Extracurricular Activities***

- Aligns with new VHSL rules disqualifying participant who uses such speech from competition until educational/restorative interventions are completed.
- Addresses process for resolving alleged incidents between school divisions.
- Mandatory preseason meetings with players, parents/guardians and coaches addressing expectations cultural awareness and equity.



# Draft Revisions

## Policy JFCE: Gang Activity or Association

- Expanded definitions, including updated definitions of “gang” and “gang activity” to avoid over identification of students
- Consultation with community groups focused on gang prevention activities
- Prevention/intervention strategies and responses
- Professional development and MTSS framework to facilitate identification of at-risk students
- Annual review/coordination between division and school leaders and law enforcement on latest gang operations, methods and activity



# Draft Revisions

## [Policy JFCF/JFCI](#) & [Regulation JFCF-R/JFCI-R](#): Alcohol and Other Drugs (AOD) in Schools

- Move beyond punitive tone of zero tolerance to incorporation of PBIS & affirming approach.
- Stronger connection between policy (sanctions) and regulation (interventions).
- Clarity re: determinations for intervention/counseling vs. suspension/expulsion.
- Data tracking and reporting provisions added.
- Administrator training re: referrals and sanctions included.



# Draft Revisions

## [Policy JFCH/GBEC](#): Tobacco-Free School for Staff and Students

- [Policy GBECA/JFCHA](#) and [Policy KGC](#) incorporated.
- Wellness approach instead of punitive approach.
- Definitions added.

## *Newly Proposed Regulation JFCH-R/GBEC-R: Tobacco and Nicotine*

### *Vapor Products*

- Enforcement provisions included re: students, employees and visitors.
- Incorporation of MTSS.
- Discussion of resources to help staff/students overcome tobacco/nicotine addiction.





# Draft Revisions

## Policy JFG: Search and Seizure

- Definitions added for clarity.
- Discussion of strip searches proposed for deletion; ACPS does not perform strip searches and School Board has authority to prohibit them.
- Language clarified re: pat downs.
- Terminology shifted from “sex” to “gender.”
- Discussion of searches of lockers, desks, etc. to be added to Student Code of Conduct for awareness.
- Data collection & reporting requirements added.
- APD MOU referenced.



# Draft Revisions

## [Policy JGD/JGE](#) & [Regulation JGD-R/JGE-R](#): Suspension & Expulsion

- Articulated goals for student behavior
- Focus on restorative practices, prevention, support and interventions; fuller explanation of the alternatives to suspension and expulsion including MTSS, SEAL, PBIS, peer mediation and counseling.
- Gender-neutral pronouns
- Grounds for suspension/expulsion updated to reflect current practice.
- Notification to parents/guardians and students in their preferred language re: processes (including appeal process); procedural rights (including legal counsel and availability of pro bono legal resources).



# Draft Revisions

## Policy JGD/JGE & Regulation JGD-R/JGE-R: Suspension & Expulsion, contd.

- Continuation of student’s education program during long-term suspension
- Process for re-admittance from long-term suspension and long-term alternative placement
- Disaggregated data reporting and tracking re: overrepresentation/disproportionality for:
  - “disruptive conduct/behavior” as grounds for suspension/expulsion
  - offenses and interventions or disciplinary responses taken
- Suspension/expulsion data; notification of expulsions provided to Board



# Draft Revisions

## [Policy JGDA](#) & [Policy JGDB](#): Disciplining Student with Disabilities

- Availability and use of MTSS tools; interventions; Parent Resource Center
- Notification to parents/guardians of processes involved; student rights/procedural safeguards related to manifestation hearings and disciplinary processes
- Services provided during removal to alternative education program
- Data reporting requirement
- Data tracking: disaggregated data re: the number of students with disabilities receiving exclusionary discipline and/or a manifestation determination



# Next Steps

## December 8, 2021 Work Session

Review discipline & conduct policy revisions for information.

## December 16, 2021 Board Meeting

Approve discipline and conduct policy revisions.





# Questions?

## **Kennetra Wood**

Executive Director of Equity and  
Alternative Programs

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## **Jennifer Abbruzzese**

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## **Superintendent**

Dr. Gregory C.  
Hutchings, Jr.

## **School Board**

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