

<b>POLICY</b>	<b>BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND</b>	
<b>ANTI-RACISM</b>	<b>POLICY 117</b>	

**I. Purpose**

Racism, in all forms, is an affront to the mission and goals of Frederick County Public Schools (FCPS). The Board of Education of Frederick County (Board) seeks to prevent and eradicate racism in FCPS. The Board will not tolerate any acts of racism in FCPS by staff, students, volunteers, or attendees at FCPS sponsored events or activities. The Board will consistently communicate expectations regarding addressing and eliminating racism, inclusive of being transparent of the consequences and restorative practices to the extent as allowable by law.

**II. Policy Statement**

This policy is intended to ensure the following:

- Every school and work site will embody a culture of respect, grounded in the Board’s core values, that promotes understanding, respect, civility, acceptance, and positive interaction among all individuals and groups.
- Structural and institutional barriers to educational and employment opportunities will be eliminated.
- FCPS schools and work sites will be free of discriminatory acts of hate, violence, insensitivity, and disrespect.
- Educational outcomes shall not be predictable by actual or perceived race and demographics.
- FCPS will identify, track and eliminate discrepancies in achievement and opportunity outcomes.
- FCPS students and staff will become models in the community of civility, acceptance, respect, and positive interactions.
- The educational experiences of all students will be enriched by providing exposure to staff from many backgrounds reflecting the pluralistic nature of the community, thereby providing settings for education that promote achievement, understanding of diversity, and contribute to the quality of the exchange of ideas inherent in the educational setting.

**III. Definitions**

*Institutional Racism* - Refers to the policies and practices within and across institutions that, intentionally or unintentionally, produce outcomes that chronically favor, or put a racial group at a disadvantage.

*Racism in FCPS* – The failure of FCPS to provide a safe, inclusive, and appropriate education to students (or a workplace for staff) based on their color, culture, or ethnic origin. The failure can be intentional or unintentional and stem from animus or bias. *Racism in FCPS* also incorporates bullying, harassment, intimidation, and discrimination based on color, culture, or ethnic origin.

#### IV. Expectations

##### A. Attention, Collaboration and Action

- The Board will engage in: (1) regular; (2) candid; and (3) action-oriented discussions of race and racial inequities in FCPS. The Board will welcome input from students, staff, families, the community, the Racial Equity Committee, and community partner groups.
- Each school and workplace in FCPS is empowered and required to address racism and racist acts swiftly and assertively. Reporting acts of racism will be through FCPS Regulation [400-48](#) *Bullying – Harassment – Intimidation Complaint Process for Students* and for staff Board Policy [309](#) *Discrimination and Harassment – Employees / Applicants / Community Members*.
- Disciplinary consequences are identified in FCPS Regulation [400-08](#) *Student Discipline*. Consequences and restorative processes will be shared to the extent allowable by law.
- In addition to the above, the Superintendent will direct staff to create an easy access reporting mechanism for reporting acts of racism which occur on FCPS property or at an FCPS sponsored event.
- After an incident, responses and resources are shared with the school community in a manner that preserves student/staff privacy as required under policy and law, but allow the community to heal and improve.

##### B. Culture

- Students, parents, teachers, and staff will be heard and directly involved in improving their school cultures.
- Every school and workplace will promote inclusivity and empower individuals with the knowledge, tools, and resources to stand against and prevent racist acts; this includes periodic communication with parents and families.
- School-based cultures must be consistent in their inclusivity and practices.
- Schools will develop and promote high expectations for all students and staff performance to raise achievement for all students, eliminate opportunity gaps and eliminate achievement gaps.
- The Board directs the Superintendent to gather data on student, staff and family perceptions of school-based culture, including perceptions and experiences on race and racism, and to report those data publicly.

##### C. Student Access and Achievement

- The Board directs the Superintendent to create measurable benchmarks and action plans for reducing—and eliminating—disproportionalities in representation in programs, access to services, supports, and resources, achievement with special emphasis on literacy, writing, and math, graduation rates, participation in Advanced Placement (AP), International Baccalaureate (IB), gifted and talented, dual enrollment, special education services, and discipline.
- These data, along with the Culture data defined above, will be shared according to the established reporting cycle to be posted online publicly.

#### D. Curriculum

- FCPS will provide a Prekindergarten to Grade 12 curriculum that promotes equity, respect, and civility among our diverse community, accurately depicts and represents the distinctive contributions of our global community, and provides opportunities for staff and students to model cultural proficiency in every school and program.
- Curriculum and instructional materials will reflect cultural and racial diversity, and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.
- All curriculum materials must be examined for racial bias as part of the curriculum review and implementation process.
- In-class and extra-curricular programs and activities must be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.
- The curriculum should enable staff to model and students to develop the following attitudes, skills, and behaviors: (a) value one's heritage and the heritage of others; (b) respect, value, and celebrate diversity as an essential component of a healthy and thriving community; (c) value the richness of cultural pluralism and commonality; (d) develop and promote inclusive relationships and work effectively in cross-cultural environments; and (e) confront and eliminate stereotypes related to individuals' actual or perceived personal characteristics.

#### E. Hiring and Training

- The Board directs the Superintendent to continue monitoring hiring of teachers and staff to directly address the goal of ensuring staff demographics that mirror student demographics.
- The Board directs the Superintendent to address barriers to hiring qualified and skilled professionals and to evaluate turnover and retention efforts data regarding diverse staff.
- The Board directs the Superintendent to seek input from the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative and Supervisory Association (FCASA) on recruitment and retention practices intended to improve staff diversity.
- All FCPS personnel and volunteers receive consistent annual training on preventing and responding to racism.
- These data, along with the Culture and Student Access and Achievement data defined above, will be shared according to the established reporting schedule posted online publicly, and addressed at least twice yearly with the Board.

#### F. Reporting, Transparency and Results

- The Board directs the Superintendent to enact and continuously improve the means and methods that students, parents, families, teachers, and staff have to report incidents of racism; every school and workplace should have consistent signage and reporting tools accessible in multiple languages and for people with disabilities.
- The Board directs the Superintendent to establish a reporting schedule that allows all data herein to be reported to the Board and the public in a timely fashion and as data becomes available through the surveys. Measures may be divided across a minimum of a quarterly reporting schedule.
- Additional presentations to the Racial Equity Committee may be added as needed or requested.

- Using the data required under each of the expectations above, and with input from the Racial Equity Committee, students, parents, families, community stakeholders, teachers and staff, the Board will annually review the effectiveness of this policy and propose revisions or amendments, as needed.

<b>Legal References</b>	COMAR 13A.01.06 "Educational Equity"		
	§ 7-424.1 Education Article, <i>Annotated Code of Maryland</i>		
	Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964)		
	Civil Rights Act of 1991 § 109, 42 U.S.C. § 2000e et seq (1991)		
<b>Policy History</b>	<b>Reviewed</b>	<b>Adopted 11/9/22</b>	<b>Revised</b>