

I. Purpose

To unequivocally state the position of the Board of Education of Frederick County (Board) that any form of racism within Frederick County Public Schools (FCPS) will not be tolerated. Rejecting all acts of racism is a legal and moral imperative, and each person in the school system plays a vital role in reducing racism by creating inclusive learning and working environments.

The district will demonstrate this by-

- Ensuring that each student and staff member in our school district is provided a safe space where they feel valued and affirmed as a member of their race and that their race is viewed as an asset to the community.
- Ensuring continuous professional development with a focus on equity and anti-racism to increase staff awareness of explicit and implicit bias in order to ensure equitable outcomes for each student
- Ensuring that data is collected based upon race in order to ensure district wide continuous improvement and future outcomes are not predictable by race.
- Ensuring discipline practices that are centered in anti-racism through data collection and analysis of data collection based upon race in order to drive more equitable future decisions.
- Ensuring hiring practices are equitable
- Ensuring the school and work community shares the collective responsibility to address, eliminate, and proactively educate to prevent future acts of racism. (*Board Policy 117 Page 2*)
- Ensuring action will be taken to reinforce restorative practices that serve to address and eliminate acts of racism and provide the opportunity to understand the impact of actions.

II. Policy Statement

The Board believes that acts of racism are morally wrong and offensive, and such acts will not be tolerated. It is the Board's intent that employees and students work and learn in an environment where they feel welcome and safe and valued, and allegations of racism will be swiftly and appropriately addressed.

This policy serves to amplify and complement other key Board policies and FCPS regulations, such as those noted below:

Board Policy 444 Educational Equity and Excellence

FCPS Regulation 400-41

Educational Equity and Excellence

Board Policy 437 Bullying - Harassment – Intimidation / Students

Board Policy 309 Discrimination and Harassment - Employees / Applicants / Community Members

FCPS Regulation 400-48 Bullying - Harassment – Intimidation Complaint Process for Students

FCPS Regulation 400-08 Student Discipline FCPS

Regulation 100-09 Racial Equity Committee

The Board believes that a systematic approach to ensuring an anti-racist environment is necessary given the interconnectedness of the various facets, including training, curriculum, academic success, behavioral outcomes, and hiring and retention. To be able to track the success and support continuous improvement in fostering an anti-racist environment it is critical to collect relevant data and analyze it regularly. Data collection will include but not be limited, to the following-

- Discipline by race/ethnicity
- Extra-curricular and club opportunities by race
- Athletic suspensions by race
- Student enrollment in Honors, AP, Magnet Program by race
- Hiring opportunities based upon race
- Professional learning centered on anti-racism and equity for staff
- Number of racially motivated incidents and aggregate summary of consequences

As a result, FCPS can guarantee outcomes are not determined by race.

III. Definition

(Definitions taken from FCPS Race & Racism Guidebook for Staff and can be created in collaboration with the FCPS Equity Unit)

- **Institutional racism**
- **Structural racism**
- **Individual racism**
- **Cultural competence**
- **Implicit bias**
- **Racism** (Link provides additional information): Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional; and result in the oppression of people of color and benefit the dominant group.
- **Anti-Racism:** Anti-racism is purposeful. It challenges and counters racism and race-based inequalities, prejudices, and discrimination [in institutional and social structures, practices, policies, and regulations] through actions, theories, and conscious practices.

IV. Desired Outcomes

Accelerating Achievement & Equity

Athletics

- Ensure a respectful and safe space for all students of historically marginalized communities

Curriculum & Instruction

- Ensure that curriculum provides a safe and respectful space for all students of marginalized communities within the classroom
- Ensure that curriculum is representative of the community it serves

Fiscal Services, Human Resources

- Ensure hiring and retention of staff is equitable and representative of the community it serves

Legal Services, Library Media Services

- Ensure materials and services are equitably distributed across the district
- Ensure materials available to students are representative of the community it serves

Operations Division

- Ensure equitable access to educational opportunities, buildings, structures and program

Organizational Development

- Professional development centered on anti-racism for all faculty, staff, and executive staff

Public Affairs

- Ensure all publications are representative of the community it serves
- Ensure accessibility for all community members served

Special Education

- Ensure equitable identification (e.g., prevent over-identification of students of color), placement, and outcomes for students receiving special education services

Student Services

- Ensure students of color have adequate support to ensure that they can have a successful school experience

System Accountability

- The Board will receive a report at least annually from each of the 11 offices within the district including but not limited to data disaggregated by race. The office will collect, review, and analyze the data within the report to identify future outcomes and ensure continuous improvement and commitment to all students from historically marginalized backgrounds by race.