

2022 Arlington Public School DEI Transparency Report
Impact of 2021-2022 School Year

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Chief Diversity, Equity, and Inclusion Officer

Arlington Public Schools

Welcome from Dr. Ottley

Dr. Ottley's Message to the APS Community

One of the highest priorities at Arlington Public Schools (APS) is to be a place where all our teachers, staff, students, parents, and caregivers feel valued and safe. As the second ever Chief Diversity, Equity, and Inclusion Officer (CDEIO), it has been my priority to help APS grow as a district that already leads in developing a just, equitable, inclusive, and welcoming school community where everyone feels they belong. Arlington Public Schools has granted me an incredible opportunity to advance its DEI efforts during this critical juncture and context of our society.

As a committed agent of change, I came to this CDEIO position with experience in the K-12 and postsecondary levels. I obtained my Ph.D. in Educational Leadership and Policy from West Virginia University, where I worked for the Division of Diversity, Equity, and Inclusion. In that role, I traveled with President Gordon E. Gee to visit all 55 counties in West Virginia to address equity, inclusion, unemployment, opioid abuse, and the state's declining health scores. West Virginia had the lowest percentage of residents with college degrees (15% in 2013), so we created programs for low income and first-generation students. Outside of my professional duties at the university, I created Bond Educational Group to assist corporations hire, recruit, and retain historically marginalized communities. Most recently, I served as a Visiting Assistant Professor in the education department at California University of Pennsylvania and a tenure track professor in the educational leadership department at Kennesaw State University.

While I bring these experiences with me to the CDEIO role, working with the APS community to address its unique challenges, find common understandings, and produce solutions has been the priority, especially in the context of COVID and a social justice reckoning this country is going through. I have met with and heard from students, teachers, staff, parents, APS leadership, and community members on their experiences and concerns. During this past year, school and division-wide DEI efforts have been designed and implemented to help shape a healthy and inclusive culture where our students can grow and thrive. We have launched new initiatives and training opportunities; created policy implementation plans; rolled-out school division wide campaigns; and supported student activities. However, the work is just getting started.

This transparency report serves as an opportunity to pause and share updates on the progress that has been made while communicating the priorities of the future. Diversity, equity, and inclusion should not exist in only my office — these principles must be foundational in the entire school community. By working together, our impact is greater, and our office is looking forward to the continued collaboration.

Jason Ottley, Ph.D.

Chief Diversity, Equity, and Inclusion Officer

Background:

Diversity, Equity, and Inclusion in school systems

There is a growing body of evidence and reports that show the increase in diversity among the K-12 public school population. With this diversity of the student body, there is an interest in ensuring that students, families, and communities of diverse backgrounds are well-supported by their schools. In November 2021, Hanover Research released a report about the current state of DEI in public schools. This report, titled “The Current State of Diversity, Equity, and Inclusion in Public Schools” draws on the data collected from over 75,500 individuals across 45 U.S. school districts from November 2020 to July 2021.¹ Key findings from this national report¹ include:

- Only 41% of staff agree or strongly agree that resources are equally distributed across all school districts.
- Only 54% of respondents shared that teachers in their child’s or district schools are engaging students in meaningful conversations about diversity.
- Only 46% of the respondents who identify/whose child identifies as non-binary agree or strongly agree that their school supports students, families, or staff of all gender identities.

Given these gaps, K-12 school districts are starting to incorporate Chief Diversity Officers (CDO). This CDO position is the highest-ranking diversity administration in school districts and their role is dependent on institutional history, context, and resources. CDOs are more prevalent in large school districts (districts with more than 100,000 students) but rural districts are seeing these roles being created as well.² CDOs typically lead diversity offices; plan for diversity initiatives; champion the implementation of culturally responsive curriculum and training; and provide direction for committees, faculty, staff, and students.³ These CDOs can help mobilize and strengthen efforts in diversity, equity, and inclusion space and be a champion for change.²

COVID-19 Context

In 2020, the world experienced a pandemic that touched all parts of everyone’s lives. Coronavirus, better known as COVID-19, cause communities and families to shelter in place and school and worked was either halted or moved to online. This had significant negative impacts on mental health, including youth. In 2021, more than a third (37%) of high school students reported they experienced poor mental health during the COVID-19 pandemic, and 44% reported they persistently felt sad or hopeless during the past year.⁴ More than a quarter (29%) reported a parent or other adult in their home lost a job.⁴ This had negative impacts on families and students, especially those of racial and ethnic minority backgrounds.

History of Diversity, Equity, and Inclusion in APS

1984 is when the diversity, equity, and inclusion program started. When it was launched, it was a program for Black kindergarten students; they stayed the full day while White students stayed half of the day. During this extra time in the classroom, Black students developed some of the reading, literacy, and math skills they lacked in comparison to the White students. In the 1990s, the Office of Minority Achievement was created, and in the 2000s, that office was rebranded to be the Office of Equity and Excellence. Ms. Carolyn Jackson served as the most recent Supervisor for the Office of Equity and Excellence. Finally, in 2019, the Office of Diversity, Equity, and Inclusion was created and the first Chief

Diversity, Equity, and Inclusion Officer, Mr. Arron Gregory, was hired. In August 2020, Arlington Public Schools adopted its first equity policy (A-30). In January 2021, the Office of Equity and Excellence merged under the leadership of the Office of Diversity, Equity, and Inclusion. In August 2021, Dr. Jason Ottley was hired as the second Chief Diversity, Equity, and Inclusion Officer.

Description & Statements of Office of Diversity, Equity, and Inclusion:

The Office of Diversity, Equity, and Inclusion is responsible for leading the development and implementation of a division-wide strategic plan to advance diversity, equity, and inclusion in Arlington Public Schools. This office:

- ❖ Plans, guides, and advises APS Cabinet and the Superintendent on diversity, equity, and inclusion matters for staff and students. Collaborates with other APS departments to create, implement, and monitor programs designed to ensure fair and equitable treatment of students, teachers, and staff.
- ❖ Establishes strategic partnerships to advance equity.
- ❖ Develops, assesses, and implements district-wide diversity, equity, and inclusion training to promote cultural understanding and competency and a climate of equity and inclusion.
- ❖ Promotes APS commitment to a climate of equity and inclusion through data communities and a division wide equity council.
- ❖ Provides analysis of all school board policies and policy implementation procedures.
- ❖ Engages the community in a manner that ensures agency, transparency, and accountability for the equity policy.
- ❖ Leads the development of a vision and overall direction for the Office of Diversity, Equity, and Inclusion.

MAJOR SERVICES PROVIDED

- ❖ Additional information can be found at the following link on the APS web site:
<https://www.apsva.us/diversity-equity-inclusion/>.

Diversity, Equity, and Inclusion Mission Statement

The Office of Diversity, Equity, and Inclusion (DEI) is committed to a culturally responsive workplace which enables us to build a greater understanding of our students, staff, and community. We embrace the challenge of eradicating district and community wide inequities to build and sustain a diverse workforce, champion inclusive curriculum, and implement data driven approaches to close achievement and opportunities gaps for all students and staff. Our efforts are intentional and not limited to assessing and evaluating district policies and practices, but to ensure equitable fiscal accountability in the resources, programs, services, and partnerships of our learning community. We instill that equity is not a choice, but our responsibility in creating and sustaining the academic and operational excellence that is Arlington Public Schools.

Diversity, Equity, and Inclusion Vision Statement

The Office of Diversity, Equity, and Inclusion aspires to help create and sustain a district-wide culture that acts to ensure equal access to (diversity), equitable outcomes (equity) and culturally responsive teaching (inclusion) which is essential to academic and operational excellence in Arlington Public Schools.

Diversity, Equity, and Inclusion Strategy Statement

Through strategic initiatives and partnerships, policy review and stewardship, our efforts are championed to ensure we support an educational organization where our growth is reflected in our staff, students, and community members.

Office of Diversity, Equity, and Inclusion Summary

At Arlington Public Schools (APS), equity is one of our core values and fundamental beliefs. While APS has been making great strides to improve and implement equitable learning environments for all students to eliminate opportunity gaps over the past few years, the School Board envisioned creating an office that would weave equity into all APS practices for students, families, and staff. As a result, the School Board created the Chief Diversity, Equity, and Inclusion Officer (CDEIO) position and the Diversity, Equity, and Inclusion (DEI) office to lead efforts examining inequities across the entire division and remove barriers that hinder student and staff success and well-being.

The Office of Diversity, Equity, and Inclusion (ODEI) is responsible for implementing diversity, equity, and inclusion strategies, programs, policies, tools, and metrics that successfully increase collective awareness about our current and desired state of equity for students and staff to promote systemic change based on internal and community-wide collaboration. Part of the goal is defined in terms of increasing equitable access and educational experiences, building sense of belonging, improving culturally responsive practices, hiring, supporting, and retaining a diverse workforce; the ODEI takes steps, that over time, lead to systemic change. We are an evidence-based, data-driven, and capacity building office that promotes equitable practices across the division.

2021-2022 ODEI Programs/Projects:

The 2021-2022 school year was a year of significant growth under the leadership of Dr. Jason Ottley in diverse areas. Below this section provides a list of accomplishments in different sectors that align with the equity policy (A-30), including: Governance, Education, Workforce, and Operations. This section also provides a spotlight of programs and projects led by the ODEI.

FY 2022 DEPARTMENT ACCOMPLISHMENTS

- ❖ Developed Equity Policy (A-30) Policy implementation procedures (*Appendix 1*)
- ❖ Created Equity Profile Dashboard
 - 1st of its kind within APS
- ❖ Created Equity Team Influencers to serve in elementary schools
 - 24 teachers agreed to serve as Equity Team Influencers and met monthly for professional development
- ❖ No Place for Hate continued in all elementary and high schools.
 - 3 of 6 middle schools participated for the first time

- ❖ Participated in Equity Day of Learning with 3 DEI sessions for all staff
- ❖ Facilitated DEI Presentation for School Board Retreat – October 2021
 - 1st equity school board retreat
- ❖ Created Northern Virginia Chief DEI Officer Inclusive History Panel Discussion for the region
- ❖ Curated Hate Speech Professional Development for APS high school students
- ❖ Created Equity Team Task Force to redesign toolkit to include a framework, goals, strategies, and metrics for each school to use to address school-based inequities
- ❖ Formed several new partnerships to include, AAKOMA Project, Challenging Racism, Alpha Phi Alpha Fraternity, Inc., Omega Psi Phi Fraternity Inc., Alpha Kappa Alpha Sorority Inc., Courage to Care, National Institute for Customizing Education, Arlington County Race and Equity Workforce Training
- ❖ Served as a guest speaker to our Athletic School Leadership Council to address and mitigate bias between coaches and players and student peer to peer athletic groups
- ❖ Conducted a 3-month mental health community conversation group to collect data on the mental health issues faced by APS students
- ❖ Conducted a family engagement survey to understand how much the community knows about equity in APS and to understand ways the office should address opportunity gaps
- ❖ Designed a monthly newsletter to keep community stakeholders and APS staff abreast of the work taking place in the office
- ❖ Served as a member of Arlington County’s Racial Equity Core Team (RECT) that resulted in new tools for advancing racial equity in Arlington County
- ❖ Met monthly with APS Advisory Groups to understand the challenges each advisory group faced and ways the office would collaborate and partner
- ❖ Created DEI Summer Symposium
 - 1st of its kind within APS

Students

No Place for Hate campaign

Hate Speech professional development for high schools

Guest speaker to APS' Athletic School Leadership Council

Teachers/staff

Created Equity Team Influencers for Elementary Schools

Equity Day of Learning

Created the Equity Team Task Force

Created DEI summer Symposium

APS/Arlington Community

Developed A-30 Equity Policy implementation procedures

Creation of Equity Profile Dashboard

DEI presentation at school Board Retreat

Formed at least 9 new partnerships

Created Northern Virginia Chief DEI Officer Inclusive History Panel Discussion for the region

Mental Health Community Conversations

Member of APS Advisory Groups

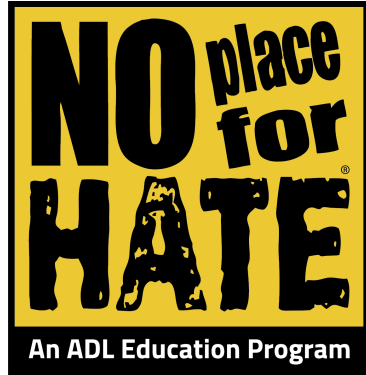
Conducted a family engagement survey

Designed a monthly newsletter

Member of Arlington County's Racial Equity Core Team (RECT)

2022 APS Community Level Spotlight – No Place for Hate

The No Place for Hate® program is an organizing framework for K-12 schools committed to creating sustainable change that leads to improved school climate developed by the Education Department of the Anti-Defamation League (ADL). Participating schools are able to incorporate ADL’s anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong.



The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive. Currently over 1,700 schools across the country participate in the No Place for Hate® Program.

These APS schools are currently participating or participated in the No Place for Hate® Program:

Abingdon	Dorothy Hamm
Arlington Science Focus	Jamestown
Arlington Traditional	Escuela Key
Barcroft	Langston
Campbell	New Directions
Cardinal	Oakridge
Carlin Springs	Taylor
Discovery	Tuckahoe
Drew	Arlington Career Center
Fleet	Wakefield
Glebe	Yorktown
Innovation	

The ODEI has dedicated resources to DEI initiatives that align with twelve of APS strategic plan priorities:

1. S-SS-3: Provide Learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships
2. S-SWB-1: Integrate culturally relevant concepts and practices into all levels of school interactions
3. S-SWB-6: Increase co-taught sections of courses and classes to support the inclusion of students
4. S-P-4: Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality
5. S-SS-4: Address unconscious racial bias by implementing implicit bias training throughout APS
6. S-OE-1: Manage available resources equitable
7. S-EW-4: Develop integrated approaches that promote employee health and wellness
8. S-EW-2: Provide growth opportunities by implementing a competency-based professional learning and evaluation framework of all staff members
9. S-EW-5: Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce
10. S-EW-3: Grow and develop current and future high-quality leaders/managers
11. S-SWB-5: Establish systematic, proactive, and positive strategies, interventions, and restorative justice practices that support student learning and well-being in all areas involving student conduct
12. S-SWB-3: Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs

Below is a crosswalk of some of the high-impact FY2022 department accomplishments and their alignment with the APS Strategic Plan Priorities:

FY Department Accomplishment	Area of Impact (<i>Governance, Education, Workforce, and Operations</i>)	APS Strategic Plan Priorities
Development of Equity Policy (A-30) Policy Implementation Procedures (<i>Appendix 1</i>)	Governance; Education; Workforce; Operations	S-P-4; S-OE-1; S-SWB-5; S-SWB-3
Facilitated 1 st ever Equity School Board Retreat	Education; Workforce	S-SS-4; S-EW-2
Expanded ODEI to 5 core staff, 11 Equity and Excellence Coordinators (middle and high), and 24 Equity Team Influencers (elementary)	Workforce; Operations	S-EW-3; S-EW-5
Created Equity Team Task Force to redesign toolkit to be used to address school-based inequities	Education; Operations	S-SS-4; S-SWB-6; S-SWB-5; S-SWB-3
Conducted student-focused community conversation group to collect data on the mental health issues faced by APS students	Education; Workforce; Operations	S-SWB-1; S-SWB-5
Curated Hate Speech Professional Development for APS High School Students	Education; Workforce	S-SS-3

2022 Student-Level Spotlight

In 2020, the world experienced a pandemic that touched all parts of everyone's lives. Coronavirus, better known as COVID-19, cause communities and families to shelter in place and school and worked was either halted or moved to online. This had significant negative impacts on mental health, including youth. Recognizing the significant challenges that students, parents, teachers, staff, and families have endured over the past two years, Arlington Public School's (APS) Office of Diversity, Equity, and Inclusion saw a need to engage in community conversations focusing on mental health.

Under Dr. Jason Ottley's leadership, in May 2022, a total of ten community conversations via in-person focus group conversations were conducted with almost 100 (n=94) middle and high school APS students. Below is a list of schools that participated by hosting one focus group at their school.

- Middle School (n=6)
 - Thomas Jefferson
 - Kenmore
 - H-B Woodlawn
 - Gunston
 - Swanson
 - Williamsburg
- High School (n=3)
 - Yorktown
 - Washington-Liberty
 - Wakefield
- Additional Programs (n=1)
 - Arlington Career Center

The findings were analyzed and anchored around these main themes: impact of COVID-19; availability of resources; and relationships with counselors/teachers. From these themes, student-led recommendations were documented on ways to support their mental health.

- Trainings for teachers/school leadership
- Group therapy/peer counseling program
- Diverse counselors (specializations as well as language, race, ethnicity, and gender)
- Flexible schedules/breaks/free periods
- Physical space in schools (as a safe space)
- Whole school assemblies held throughout the school year

Recommendations for 2023 fiscal year and beyond:

Based on the work that has been completed in FY 2022, below are tables that are recommendations for the goals broken down by seasons/semesters. These efforts are aligned with APS strategic plan priorities (numbers besides goal). However, it is recognized that these take institutional buy in and resources, so scope and timeline are flexible.

Fall 2022
<ul style="list-style-type: none">a. Establish a district level DEI Committee (4, 6, 11)b. Publish a DEI glossary (2, 3)c. Launch a campaign to educate and encourage correct pronoun use across APS (3)d. Conduct a campaign for Employee Affinity Groups, student inclusivity groups, and resources (1, 3, 7)e. Establish DEI measures across the organization for Recruiting and Hiring, Retention and Promotions, Employee Professional Development, Vendors and Suppliers, and Student Success Outcomes (2, 11, 12)

Winter 2022-2023
<ul style="list-style-type: none">a. Establish an Equity Team in each school (11)b. Create an in-person and asynchronous training on Unconscious Bias (5)c. Create and implement a plan for all administrative staff and teachers to go through a required DEI training before the end of 2023 (5)d. Conduct an annual survey to assess DEI measures across the organization (4, 10)

Spring 2023
<ul style="list-style-type: none">a. Evaluate sourcing companies that target diverse candidates (9)b. Implement the use of recruiting slates that include a proportionate number of diverse candidates for interviewing to minimize discrimination and unconscious bias in hiring (9)c. Evaluate grant opportunities to support equity resources and partnerships within and for the community (6)d. Promote student internship opportunities with community partners and inclusive organizations (1)

Summer 2023
<ul style="list-style-type: none">a. Create and publish a library or catalog of DEI related resources and trainings (8, 10)b. Evaluate sourcing companies that target diverse candidates (9)c. Evaluate potential initiatives that highlight APS's ability to bring culturally competent education to students (3, 11)d. Explore offering training related to DEI and Student Success Outcomes to partner organizations (3, 4, 11, 12)e. Publish an updated DEI Charter for approval by the Board of Directors (2)

2022 Workforce Development level Spotlight

The Office of Diversity, Equity, and Inclusion (ODEI) for APS originally had a core staff count of 2 individuals. Positions were restructured and realigned to make sure that job descriptions were matched with the work needed to be done. This expansion included the creation of the director role and developed other leadership roles as well.

One of the key goals was that ODEI was expanded from those 2 core staff to the following:

- 5 core staff
- 11 Equity and Excellence Coordinators (who work at the middle and high school level)
- 25 Equity Team Influencers (this position was created for elementary teachers who are paid a stipend to be ambassadors and influencers in their schools)

Workforce development is critical in diversity work to ensure that there are resources and staff who prioritize moving this work forward. These roles are the champions in their schools but also work with ODEI and APS leadership to support the implementation of programs, procedures, and policies.

Examples of social media posts highlighted DEI efforts in schools, with students and for families:



Conclusion:

Arlington Public School's intentionality on prioritizing diversity, equity, and inclusion is important to ensure it is known as a just, equitable, inclusive, and welcoming school community where everyone feels supported and that they belong. This report shows that the investments in a strong ODEI has resulted in progress in the areas of governance, education, workforce, and operations. Teachers have been trained; students have participated in initiatives; toolkits have been redesigned and refreshed; and policies have been coupled with implementation plans. These changes for the schools, families, district, board, and community ensure that impact is felt at all levels.

While it is important to celebrate the successes, it is equally important to reflect on this transparency report and hold ourselves accountable on what there is left to be done. The priorities, projects, and goals recommended for 2023 are the beginning of a conversation to build a road map towards responding to the needs of the students, staff, and families. The recommendations ensure that we breakthrough past raising awareness and education but creating changes within programs and policies to track impact. ODEI prides itself on being data-driven and utilizing data in a transparent way for all to access and see.

The future success of APS depends on providing a public education that prepares students for a diverse workforce and world they will enter upon leaving school. APS ODEI cannot do this work alone and is grateful for the strong community that it will lean on. It is the requirement of the school system to commit to fostering an environment that engages in thoughtful discussion and analysis of differing perspectives that shape and define our current society and the future one as well.

References

1. <https://www.hanoverresearch.com/press-releases/new-report-offers-critical-insights-about-the-state-of-diversity-equity-and-inclusion-in-k-12-schools/>
2. <https://files.eric.ed.gov/fulltext/ED616087.pdf>
3. <https://nepc.colorado.edu/sites/default/files/reviews/NR%20Fierros.pdf>
4. <https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html>

Appendix 1

Arlington Public Schools

Policy Implementation Procedure A-30 PIP-1 Equity

Arlington Public School's Policy A-30 Equity sets the direction for the division in the establishment, growth, and accountability of equitable practices for students, staff, and other stakeholders in the areas of Governance, Education, Workforce, and Operations. To implement equitable practices across the division, the Superintendent has established the following set of interrelated processes. These processes will be regularly reviewed and updated as Arlington Public Schools progresses on its equity journey.

ASSESSMENTS

Budget Equity Assessments

Arlington Public Schools has a progressive budget, with resources being allocated based on student needs. As part of the annual budget process, the Office of Diversity, Equity, and Inclusion develops a set of recommendations to strengthen this alignment. The recommendations are informed by feedback from sources including staff, advisory committees, data analysis, and root cause analysis. The recommendations may include any or all areas of the budget such as planning factors, funds to purchase instructional equipment and materials, salaries and other compensation, and programs such as exemplary projects.

Curriculum Assessments

As each program area undergoes an evaluation as part of the Program Evaluation Process, the program will undergo a comprehensive assessment for equity. This assessment will include a vertical evaluation (how a student navigates through a content area year-to-year) and a horizontal evaluation (how the curriculum is offered within grade-level content areas per instructor). The assessment will include evaluations of the (a) written curriculum (b) diversity in the curriculum and materials (c) support for student and family/community engagement, (d) support for cultural awareness, (e) the fidelity of implementation of the curriculum by teachers.

Digital Learning Equity Assessments

As part of the development of the Arlington Public Schools Educational Technology Plan, the division's educational technology will be evaluated for equity. This evaluation includes an assessment of the student's attainment of desired technical competencies and consistency of attainment of these competencies across the division. For identified discrepancies, the Office of Diversity, Equity, and Inclusion will perform a root-cause analysis including areas such as equitable access to instructional technology, accessibility of instructional technology, student use of instructional technology, and equitable technology supports for students and teachers.

Facilities Equity Assessments

As part of the Capital Improvement Plan (CIP) and Minor Construction Major Maintenance (MCMM) processes, Arlington Public Schools facilities will be assessed for equity. The assessments include the

selection of facilities for renovations, the scope of the renovations, the inclusion of Universal Design principles in the renovations, and impacts on the school community.

Human Resources Assessments

Human resources recruitment, hiring, promotion, evaluation, and retention practices will undergo a comprehensive assessment for equity by the Office of Diversity, Equity, and Inclusion. The assessment of other equitable human resource practices is integrated into other assessments. Professional development is part of the Professional Learning Assessment. Benefits, classification, and compensation are part of the Budget Equity Assessments. Due process procedures are part of the Policy and PIP Equity Assessments.

Policy and PIP Equity Assessments

As each School Board Policy and associated PIPs are scheduled for review, the Office of Diversity, Equity, and Inclusion schedules an equity assessment of the existing policy and associated PIPs. The assessment may include input from stakeholder groups such as the Office of Diversity, Equity, and Inclusion; staff, including staff from the school-based Equity Teams; advisory groups; and external subject matter experts.

Student Support Assessments

Student support helps students adjust to and succeed academically by providing comprehensive assistance and support in the social-emotional and academic domains. Support could potentially include areas such as counseling (personal, academic, financial), tutorial assistance, assistance for students with disabilities, mentoring, clubs, and activities that build an equity-focused sense of school community. School-based equity teams provide principals with regular recommendations on school-based activities.

Staff Well-Being Assessments

Arlington Public Schools provides a variety of supports for staff physical and emotional health. As part of the Your Voice Matters survey process, the Office of Diversity, Equity, and Inclusion will perform a root-cause analysis of areas of focus related to diversity, equity, and inclusion. The analysis may include conducting interviews, targeted questionnaires, and alignment of provided supports with staff needs.

Professional Learning

Arlington Public Schools provides professional learning to assist all educators and staff as they increase their understanding of inclusiveness and cultural proficiency. Professional learning centers on implicit bias and culturally responsive practices that embrace the diversity of students, staff, and community. An expansive set of professional learning offerings will be developed and maintained, enabling teachers and staff to self-review, determine strengths and areas of need as they relate to cultural competence, and select the appropriate professional learning based on their unique needs.

Data Analysis and Reporting

The Office of Diversity, Equity, and Inclusion provides support to departments and schools in analyzing data through an equity lens. This analysis can be used to inform changes, drive

improvements, and provide accountability. In addition, the Office of Diversity, Equity, and Inclusion reports on equity-related measures through a variety of means including dashboards, monitoring reports, and data embedded in other reports.

References

Policy A-5 Arlington Public Schools Priorities
Policy A-6.30 Strategic Planning System
Policy A-6.31 Program Evaluation
Policy B-2.1 Boundaries
Policy F-5.7 Construction and Maintenance
Policy G-2.30 Employee Relations – Equal Employment Opportunity
Policy G-3 Position Classification
Policy G-3.2.1 Salary
Policy G-3.12 Professional Development
Policy I-10.32 Student Services
Policy I-11.1 Family and Community Engagement
Policy I-6 Curriculum
Policy I-7.2.1 Special Education Programs and Services
Policy I-7.2.2 Gifted Services
Policy I-7.2.8 Instructional Delivery Options
Policy I-7.2.9.30 Program Differentiation
Policy I-7.2.9.31 Advanced Classes
Policy J-2 Students Equal Educational Opportunities/Nondiscrimination
Policy J-7.4 Student Code of Conduct
Policy K-3 Program Changes
Policy M-4 Financial Management – Capital Improvement Plan Financial Management

Policy Implementation Procedure Adoption and Revision History