

Elevating All Students Eliminating All Gaps

Maisha Gillins, Ph.D.

Executive Director, Office of Equity and Accelerated Student Achievement

Anne Arundel County Public Schools

Outcomes:

Review the history of racial disparities in the county and identify the steps necessary to begin to dismantle them.

Provide specific examples of implicit/unconscious bias in the classroom and describe approaches to addressing it.

Learn about the ways in which Anne Arundel County Public Schools are focusing on Elevating ALL Students and Eliminating ALL Gaps.

History of Racial Disparities

AF – EDUCATIONAL EQUITY
Page 1 of 2

POLICY

BOARD OF EDUCATION
OF ANNE ARUNDEL COUNTY

Related Entries: JCCA, JCCA-RA, JO, JO-RA

Responsible Office: OFFICE OF EQUITY & ACCELERATED STUDENT ACHIEVEMENT, DIVISION OF CURRICULUM AND INSTRUCTION, DIVISION OF STUDENT SUPPORT SERVICES, DIVISION OF HUMAN RESOURCES

EDUCATIONAL EQUITY

A. PURPOSE

To establish an educational equity policy to ensure that Anne Arundel County Public Schools (AACPS) has the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

B. ISSUE

AF-RA – EDUCATIONAL EQUITY
Page 1 of 3

REGULATION

ANNE ARUNDEL COUNTY
PUBLIC SCHOOLS

Related Entries: JCCA, JCCA-RA, JO, JO-RA

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EDUCATIONAL EQUITY

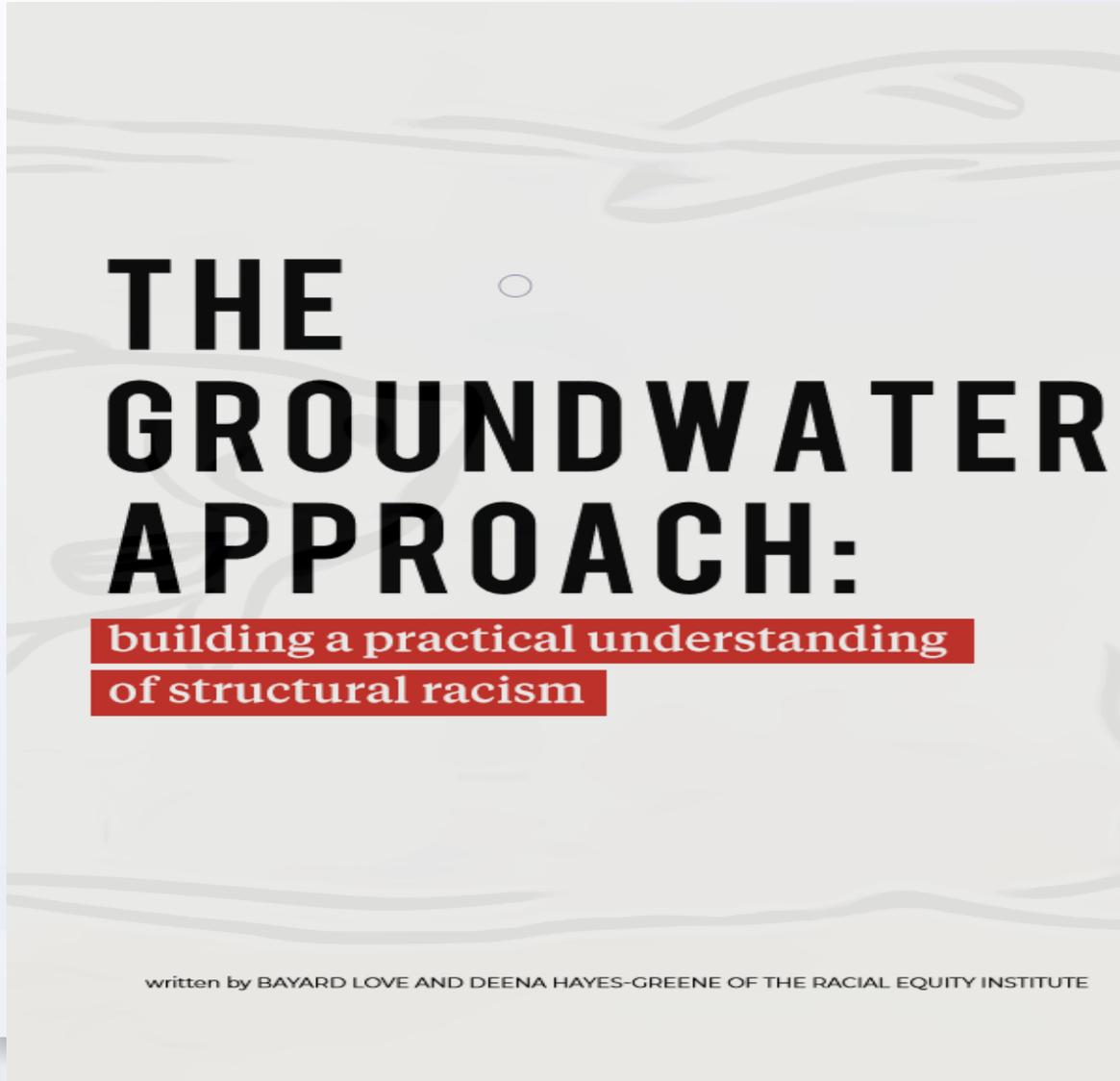
A. PURPOSE

To identify the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all Anne Arundel County Public Schools (AACPS) students, enrich their educational career, and prepare them for academic and career success.

The Issue

The Board of Education of Anne Arundel County (Board) acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally and unintentionally created and continued to afford advantages to some student groups while perpetuating inequities for others. AACPS must take responsibility and action for dismantling, and actively repairing these inequities to ensure positive educational outcomes for all AACPS students.

History of Racial Disparities



“Groundwater” metaphor from the Racial Equity Institute

Analytical framework to explain the nature of racism as it currently exists in the United States

Historical Timeline of Systemic Racism

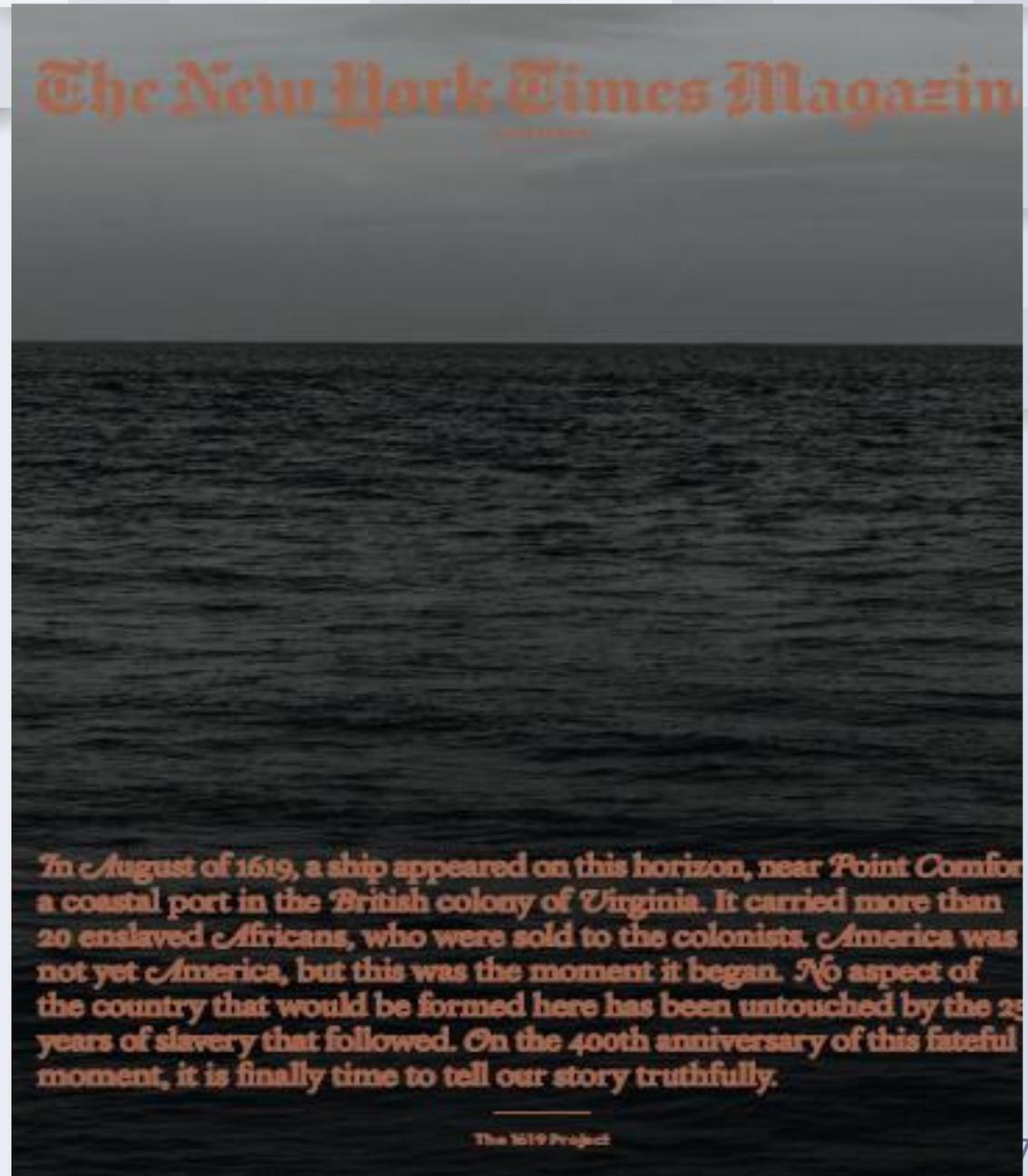


1619

**First enslaved
Africans**

The 1619 Project

The arrival of the first enslaved Africans in the Virginia colony in 1619, and suggests that this date represents the "nation's birth year"



Historical Timeline of Systemic Racism

1865
Civil War



1619
First enslaved
Africans

13th Amendment Civil War's end in 1865

The 13th Amendment to the U.S. Constitution, ratified in 1865 in the aftermath of the Civil War, abolished slavery in the United States. The 13th Amendment states: “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Historical Timeline of Systemic Racism

1861
Civil War



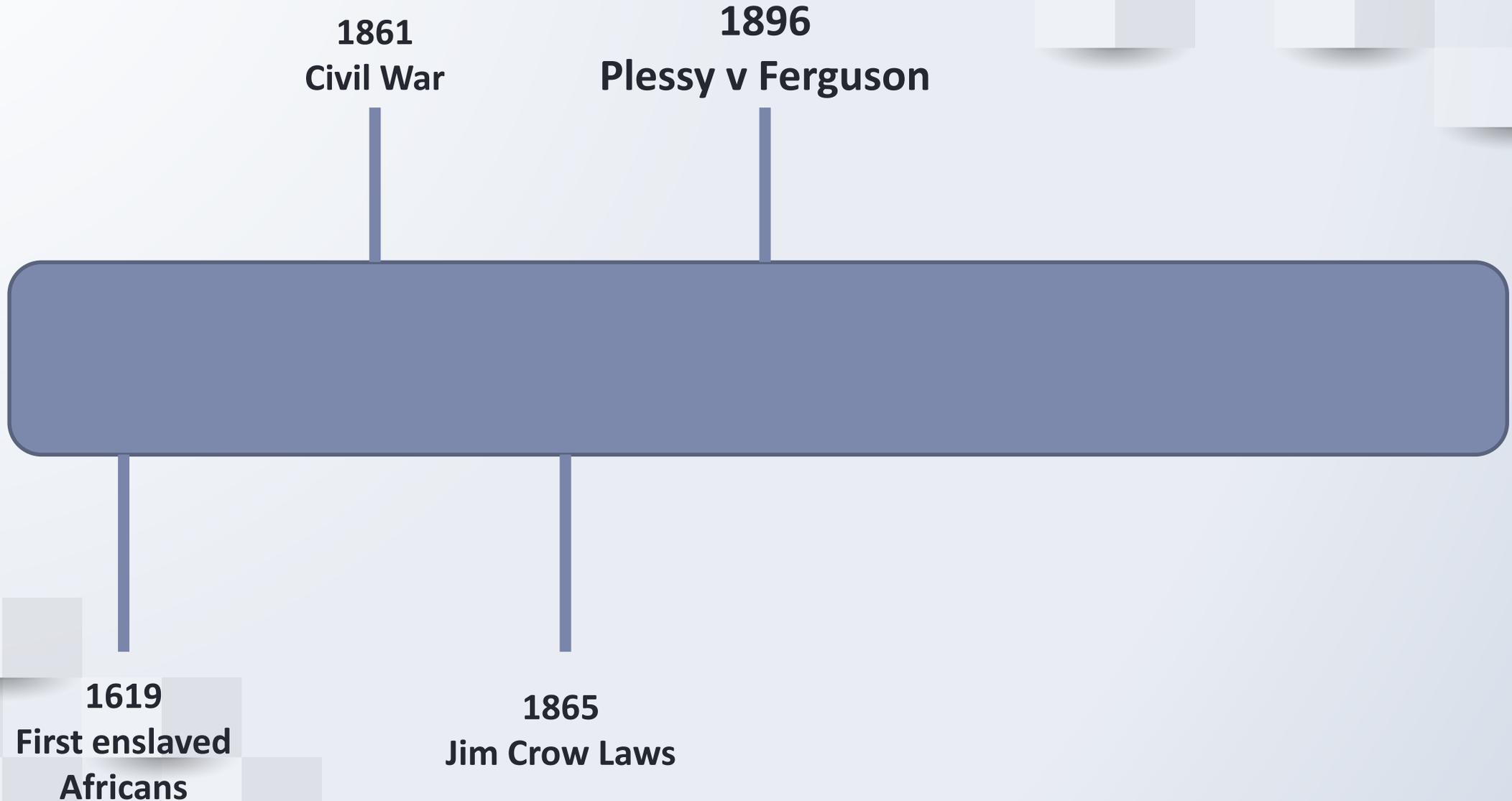
1619
First enslaved
Africans

1865
Jim Crow Laws

Jim Crow Laws

- ❑ To marginalize Black people, keep them separate from white people and erase the progress they had made during Reconstruction, “Jim Crow” laws were established in the South beginning in the late 19th century. Black people could not use the same public facilities as white people, live in many of the same towns or go to the same schools. Interracial marriage was illegal, and most Black people couldn’t vote because they were unable to pass voter literacy tests.
- ❑ Laws were passed in some states to limit voting rights for Black Americans.

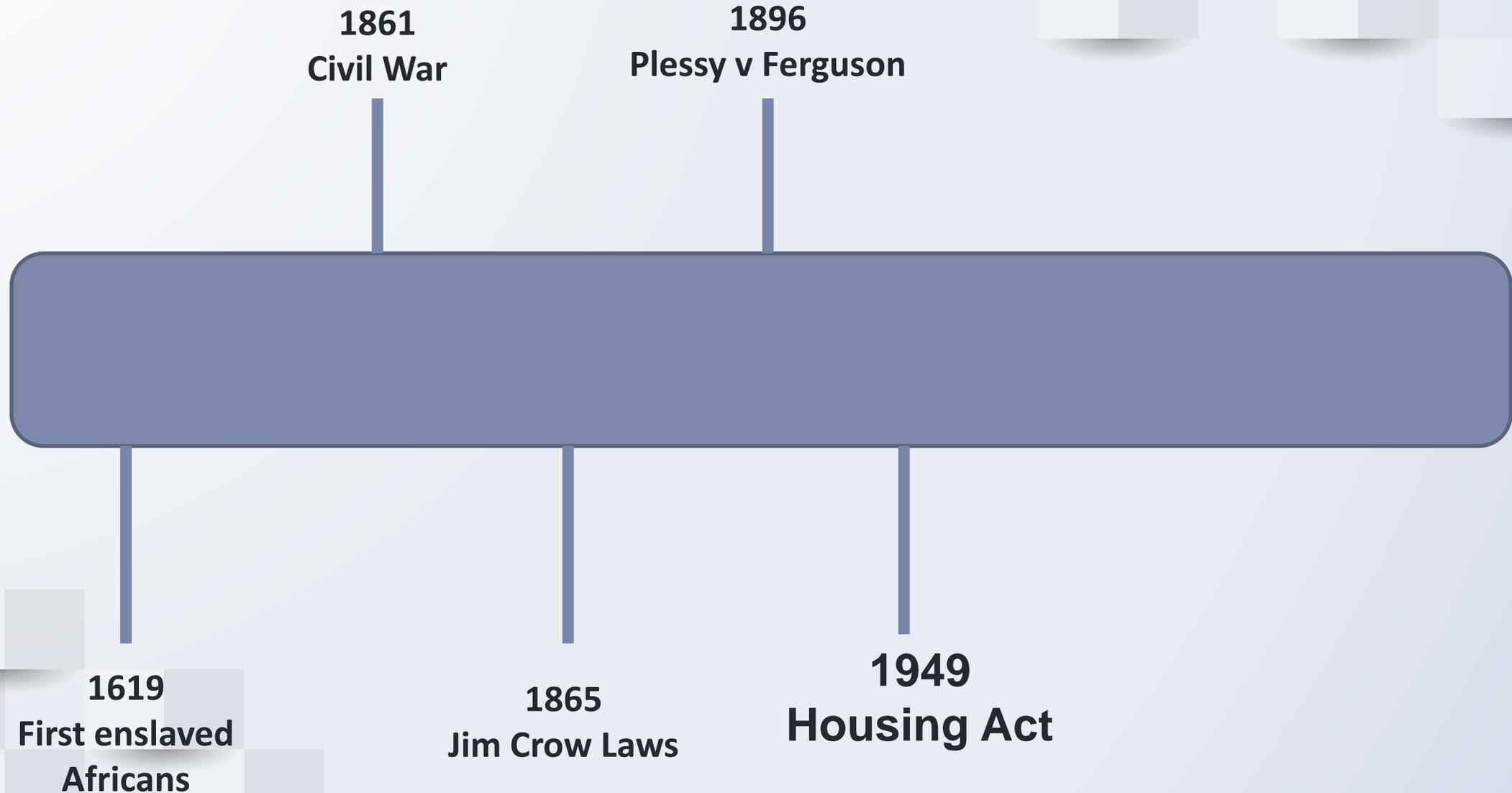
Historical Timeline of Systemic Racism



Plessy vs Ferguson

- ❑ Southern segregation gained ground in 1896 when the U.S. Supreme Court declared in *Plessy v. Ferguson* that facilities for Black and white people could be “separate but equal.”
- ❑ The U.S. legally affirmed the practices of segregation through the Plessy v. Ferguson Supreme Court case. By law, Americans could lawfully separate people in society and discriminate against black Americans based on race. The Plessy v. Ferguson decision of “separate but equal” legitimized the idea of white supremacy in America as well as the de facto segregation already occurring in the nation outside the South. It resulted in the creation of a multitude of new racist laws and practices whose ramifications are still impacting the country today. American society drew upon centuries of racist ideas to justify this new form of exclusion and exploitation. Newly elaborated racist concepts reinforced the societal belief in supposedly inherent differences between black and white people – helping keep alive the concept of race and racial difference for all people in America.

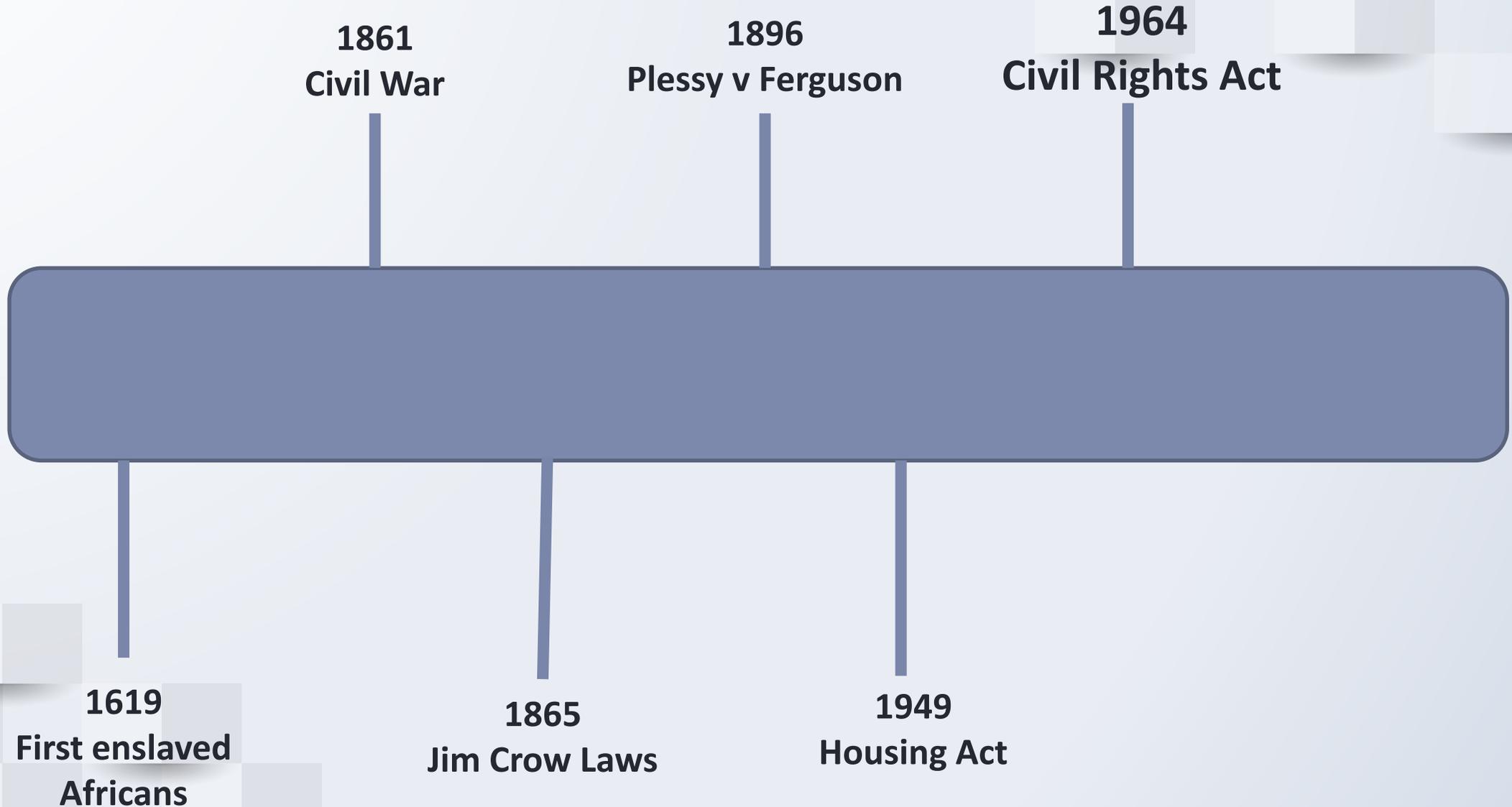
Historical Timeline of Systemic Racism



Housing Act

The Housing Act of 1949 was proposed by Truman to solve a housing shortage caused by soldiers returned from World War II. The act subsidized housing for whites only, even stipulating that black families could not purchase the houses even on resale. The program effectively resulted in the government funding white flight from cities.

Historical Timeline of Systemic Racism



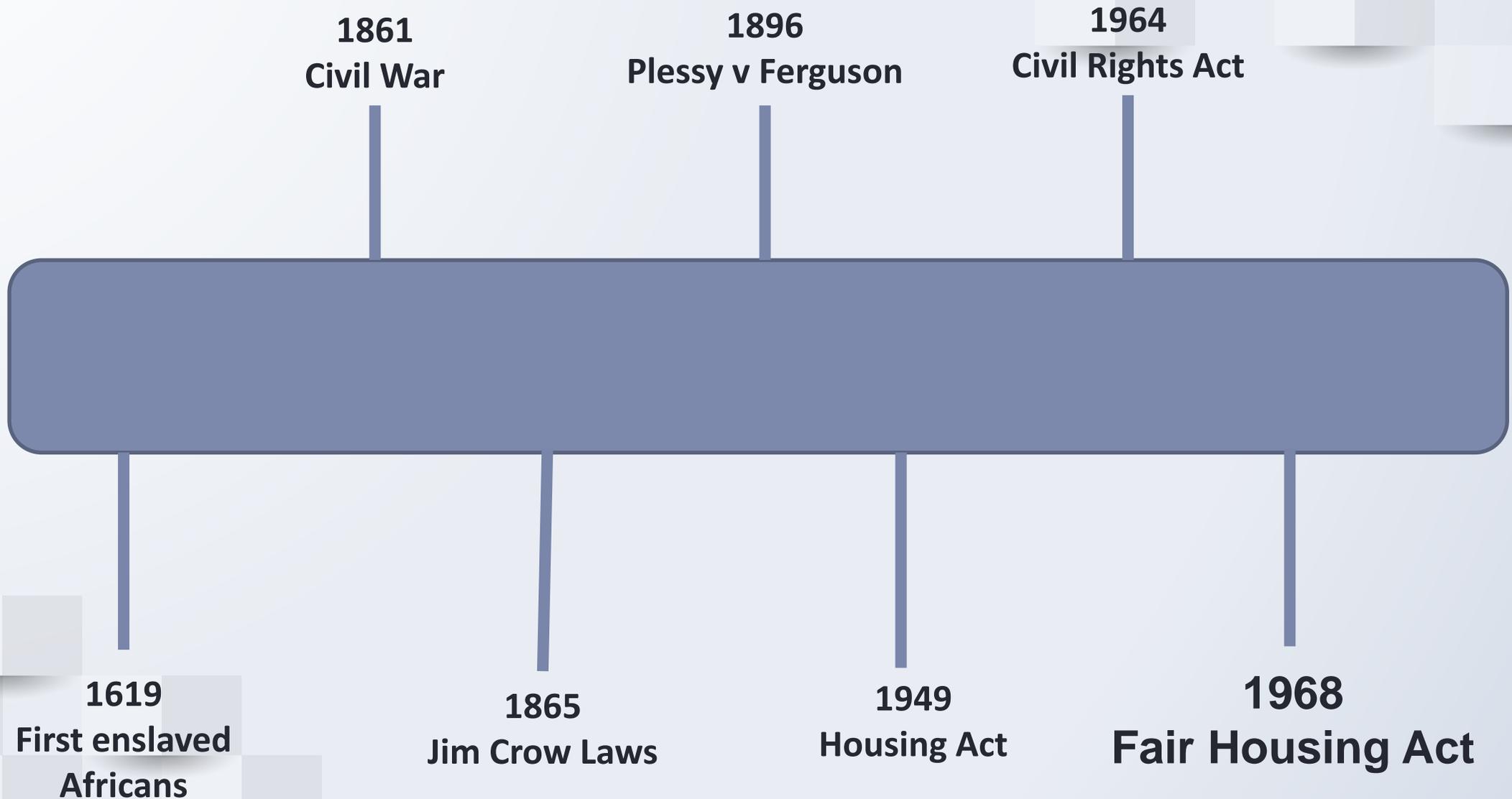
Civil Rights Movement

The civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s for Black Americans to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn't end discrimination against Black people—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, Black Americans had had more than enough of prejudice and violence against them. They, along with many white Americans, mobilized and began an unprecedented fight for equality that spanned two decades.

Civil Rights Movement

- ❑ In 1954, the civil rights movement gained momentum when the United States Supreme Court made segregation illegal in public schools in the case of *Brown v. Board of Education*. [AACPS was segregated until 1966]
- ❑ When President Johnson signed the Voting Rights Act into law on August 6, 1965, he took the Civil Rights Act of 1964 several steps further. The new law banned all voter literacy tests and provided federal examiners in certain voting jurisdictions.

Historical Timeline of Systemic Racism



Fair Housing Act

The Fair Housing Act became law on April 11, 1968, just days after Dr. Martin Luther King's assassination. The

Fair Housing Act of 1968 prohibited discrimination concerning the sale, rental and financing of housing based on race, religion, national origin or sex.

Redlining

- ❑ Redlining is a discriminatory practice that puts services (financial and otherwise) out of reach for residents of certain areas based on race or ethnicity. It is the systematic denial of mortgages, insurance, loans, and other financial services based on location rather than on an individual's qualifications and creditworthiness.
- ❑ The term "redlining" was coined by sociologist John McKnight in the 1960s and derives from how the federal government and lenders would literally draw a red line on a map around the neighborhoods they would not invest in based on demographics alone. Black inner-city neighborhoods were most likely to be redlined. Investigations found that lenders would make loans to lower-income Whites but not to middle- or upper-income Blacks.

Redlining

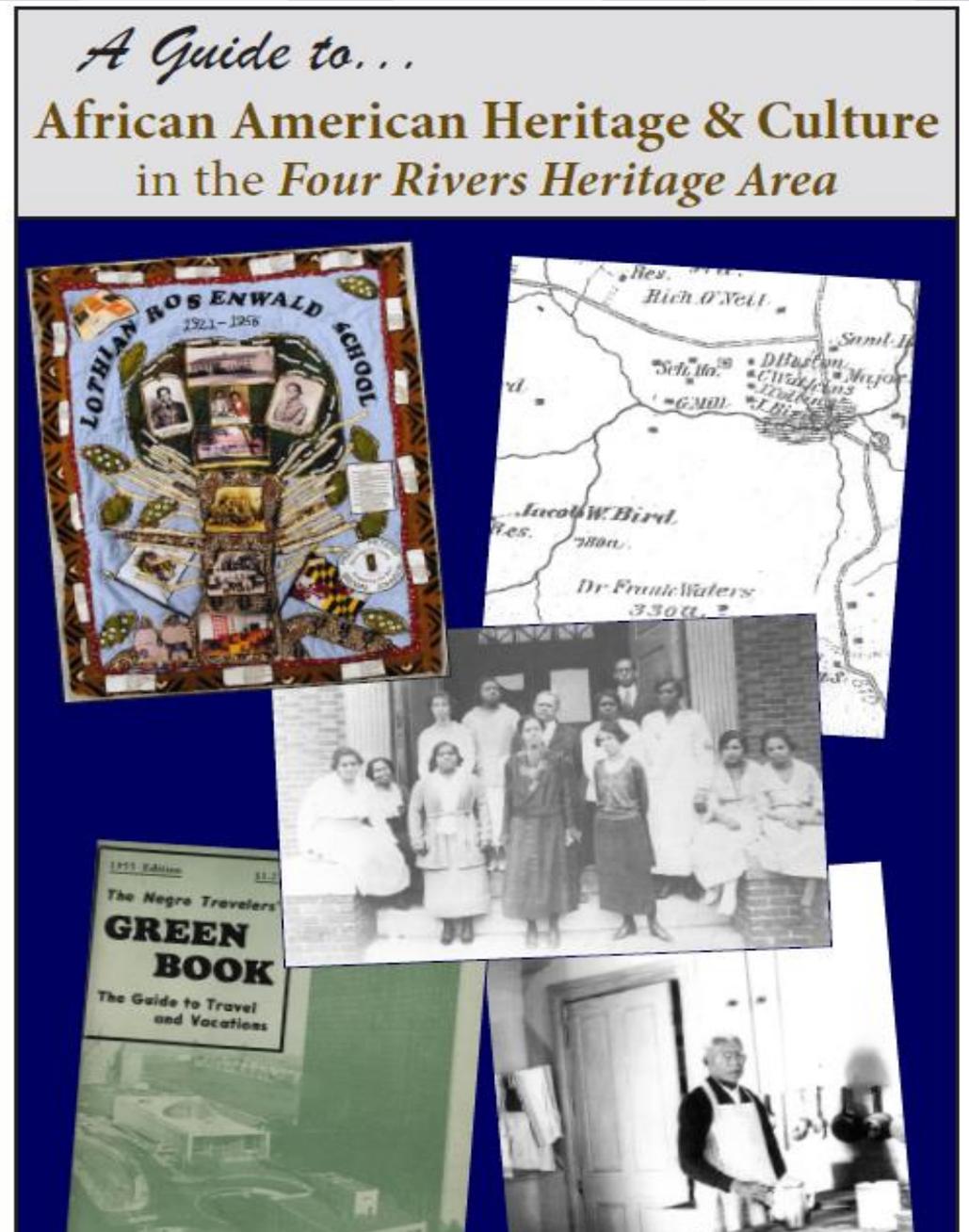
The destructive legacy of redlining has been more than economic. A new 2020 study by researchers at the National Community Reinvestment Coalition, the University of Wisconsin/Milwaukee, and the University of Richmond finds that "the history of redlining, segregation and disinvestment not only reduced minority wealth, it impacted health and longevity, resulting in a legacy of chronic disease and premature death in many high minority neighborhoods...."

Reflect

- ❑ What did you notice about the timeline?
- ❑ What do you think about the information shared along the timeline?
- ❑ What do you wonder about the events that took place shown on the timeline?

History of Racial Disparities in Anne Arundel County

“In the early 18th century a growing number of enslaved men, women, and children from Africa and the Caribbean were brought to Anne Arundel County’s shores on transatlantic ships to support Maryland’s tobacco economy. It was upon the backs of these workers that local plantations became profitable. Aside this legacy of bondage, a robust free black population grew in the City of Annapolis, and in the County, like the Freetown community, in present-day Pasadena. “



Our Say: The Capital helped racism flourish in Annapolis. We can do better.

By CAPITAL GAZETTE EDITORIAL BOARD
CAPITAL GAZETTE | JUN 21, 2020 AT 5:30 AM



The Maryland State Archives has an original copy of the July 11, 1776, Maryland Gazette which printed a copy of the newly signed Declaration of Independence in its pages. The publishers of the newspaper also ran notices offering bounties for runaway slaves and auction notices for newly enslaved people. They even sold black Americans they owned, including a woman and her infant child. (Paul W. Gillespie / Capital Gazette)

“Like many other institutions in America, this news organization played a role in planting racism and helping it flourish from its very beginnings. Acknowledging that role is a step toward tearing it out.”

The Washington Post

A Maryland suburb known for a
slaveholding past confronts its racist present



UNCLASSIFIED



MARYLAND DEPARTMENT OF STATE POLICE



IN PARTNERSHIP WITH THE MARYLAND COORDINATION & ANALYSIS CENTER

STATE OF MARYLAND 2019 HATE BIAS REPORT

Larry Hogan Governor

Woodrow W. Jones III Superintendent

Boyd K. Rutherford Lieutenant Governor

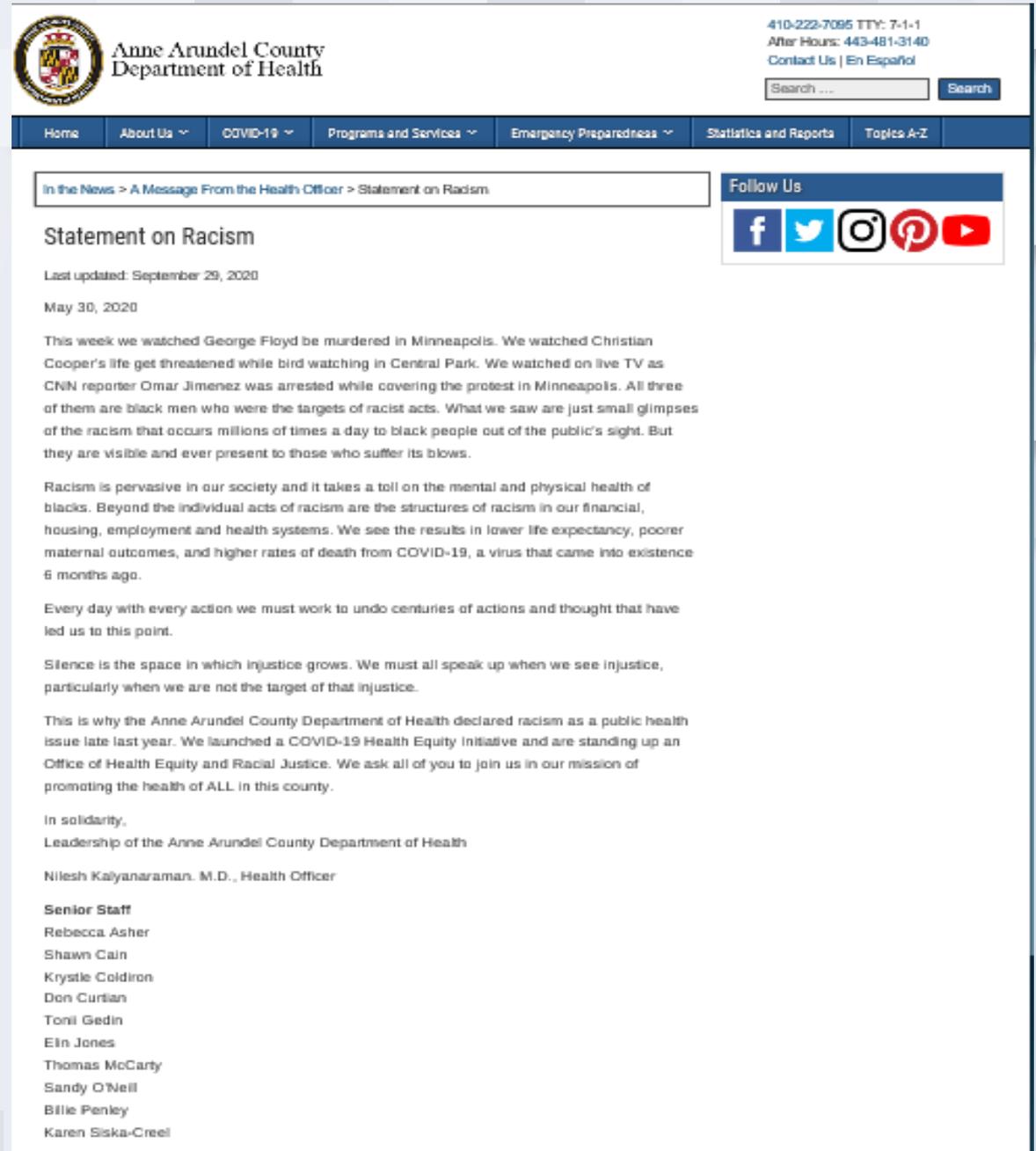
UNCLASSIFIED

UNCLASSIFIED

Table with 9 columns: Reporting County, Total Incidents, % *, Verified, %**, Inconclusive, %***, Unfounded, %****. Rows include Montgomery, Anne Arundel, Baltimore, Howard, Prince George's, Charles, Harford, Frederick, Baltimore City, Somerset, Wicomico, Carroll, Garrett, Kent, and Total.

Figure 14: Reporting by county

“... the Anne Arundel County
Department of Health declared
racism as a public health
issue late last year.”



The screenshot shows the Anne Arundel County Department of Health website. At the top left is the county seal and the text "Anne Arundel County Department of Health". At the top right, contact information is provided: "410-222-7095 TTY: 7-1-1", "After Hours: 443-481-3140", and "Contact Us | En Español". Below this is a search bar. A navigation menu includes "Home", "About Us", "COVID-19", "Programs and Services", "Emergency Preparedness", "Statistics and Reports", and "Topics A-Z". The main content area has a breadcrumb trail: "In the News > A Message From the Health Officer > Statement on Racism". The title "Statement on Racism" is prominently displayed. Below the title, it says "Last updated: September 29, 2020" and "May 30, 2020". The text of the statement follows, discussing the murder of George Floyd and the impact of racism on public health. It concludes with a list of "Senior Staff" including Rebecca Asher, Shawn Cain, Krystle Coldiron, Don Curtlan, Toni Gedin, Eln Jones, Thomas McCarty, Sandy O'Neill, Billie Penley, and Karen Siska-Creel. On the right side of the page, there is a "Follow Us" section with icons for Facebook, Twitter, Instagram, Pinterest, and YouTube.

410-222-7095 TTY: 7-1-1
After Hours: 443-481-3140
Contact Us | En Español

Search ... Search

Home About Us COVID-19 Programs and Services Emergency Preparedness Statistics and Reports Topics A-Z

In the News > A Message From the Health Officer > Statement on Racism

Statement on Racism

Last updated: September 29, 2020
May 30, 2020

This week we watched George Floyd be murdered in Minneapolis. We watched Christian Cooper's life get threatened while bird watching in Central Park. We watched on live TV as CNN reporter Omar Jimenez was arrested while covering the protest in Minneapolis. All three of them are black men who were the targets of racist acts. What we saw are just small glimpses of the racism that occurs millions of times a day to black people out of the public's sight. But they are visible and ever present to those who suffer its blows.

Racism is pervasive in our society and it takes a toll on the mental and physical health of blacks. Beyond the individual acts of racism are the structures of racism in our financial, housing, employment and health systems. We see the results in lower life expectancy, poorer maternal outcomes, and higher rates of death from COVID-19, a virus that came into existence 6 months ago.

Every day with every action we must work to undo centuries of actions and thought that have led us to this point.

Silence is the space in which injustice grows. We must all speak up when we see injustice, particularly when we are not the target of that injustice.

This is why the Anne Arundel County Department of Health declared racism as a public health issue late last year. We launched a COVID-19 Health Equity Initiative and are standing up an Office of Health Equity and Racial Justice. We ask all of you to join us in our mission of promoting the health of ALL in this county.

In solidarity,
Leadership of the Anne Arundel County Department of Health

Nilesh Kalyanaraman, M.D., Health Officer

Senior Staff
Rebecca Asher
Shawn Cain
Krystle Coldiron
Don Curtlan
Toni Gedin
Eln Jones
Thomas McCarty
Sandy O'Neill
Billie Penley
Karen Siska-Creel

Follow Us
f t i p y

*Mediated Agreement Between
the
Anne Arundel County (MD)
Public School System
and the
Anne Arundel County NAACP, et al*



Dated as of Wednesday September 7, 2005

“...establish goals for the improvement in educational and academic attainment for African American students in order to reach parity with other students in the AACPS system ”

—Memorandum of Agreement, 2005

*Mediated Agreement Between
the
Anne Arundel County (MD)
Public School System
and the
Anne Arundel County NAACP, et al*



Dated as of Wednesday September 7, 2005

Focus Areas:

- Academic Achievement
- Safe & Orderly Environments
- Community Collaboration

—Memorandum of Agreement, Sept 2005

**“The scars and stains of racism
are still deeply embedded in the
American society.”**

John Lewis

Congressman and Civil Rights Pioneer



Inequities across systems

African Americans are **2.3** times more likely to experience infant death (CDC).

African Americans are 1.9 times more likely to die of diabetes (CDC).

African Americans are 1.5 times more likely to be below “proficient” in reading in the 4th grade (NAEP).

African Americans are 3.7 times more likely to be suspended in K-12 (ED and OCR).

African Americans are 2.7 times more likely be searched on a traffic stop (BJS).

African Americans are 7.0 times more likely to be incarcerated as adults (BJS).

African Americans are 1.8 times more likely to be identified as victims by the child welfare system (DHHS).

African Americans are 2.1 times more likely to be in foster care (DHHS).

African American business owners are 5.2 times more likely to be denied a loan (SBA).

African American business owners are 1.7 times less likely to own a home (SBA).

Poverty, Race and Ethnicity 2016

Anne Arundel Poverty Levels, 2016

	Below Poverty Level	Percent Below Poverty Level
Total living below poverty		6.1%
Male	13,982	5.30%
Female	19,186	6.90%
Race and Ethnicity		
White, NH	18,237	4.70%
Black or African American	8,153	9.70%
Hispanic, Any Race	3,643	9.50%
Asian	1,423	7.20%

Children living in poverty/low income households have multiple barriers to opportunity:

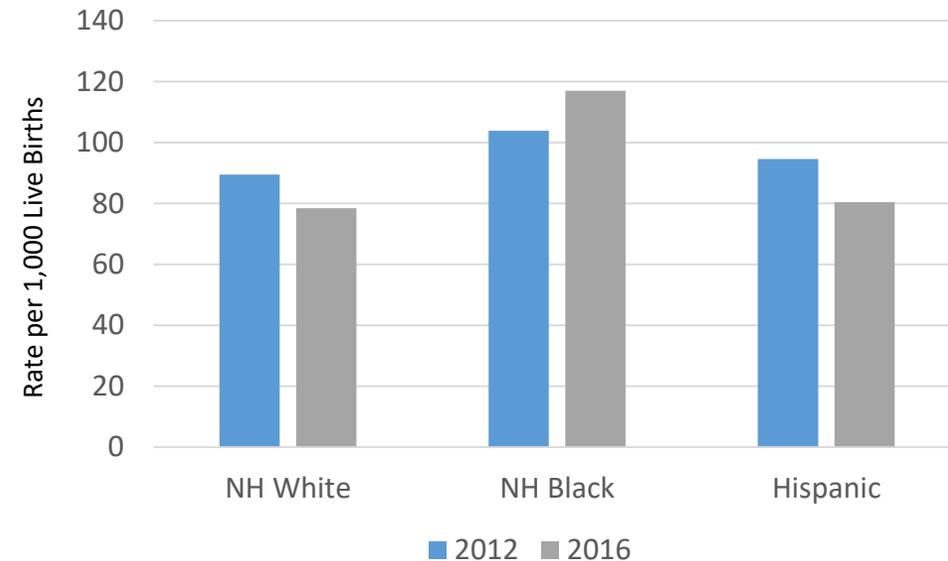
- Inadequate nutrition
- Lack of transportation
- Few recreational opportunities
- Parents working two and three jobs
- Shared households
- Threat of homelessness
- Basic needs insecurities that lead to trauma and depression and a fight/flight response
- Lack of access to after-school enhancement
- Lack of access to high resourced schools - long-term effects on their ability to enter and succeed in postsecondary education

Disparities Begin Before Birth and Continue...

**Percent of Women Receiving First Trimester Prenatal Care
(First Trimester includes the first 12 weeks of pregnancy)**

	2012	2013	2014	2015	2016
Anne Arundel	71.4%	74.2%	68.5%	65.3%	66.1%
Maryland	67.9%	67.0%	66.6%	66.9%	67.8%
White, NH	74.1%	75.3%	74.7%	71.5%	73.4%
Black, NH	62.4%	62.1%	58.0%	57.1%	57.7%
Hispanic, Any Race	55.6%	61.2%	53.5%	46.4%	46.0%

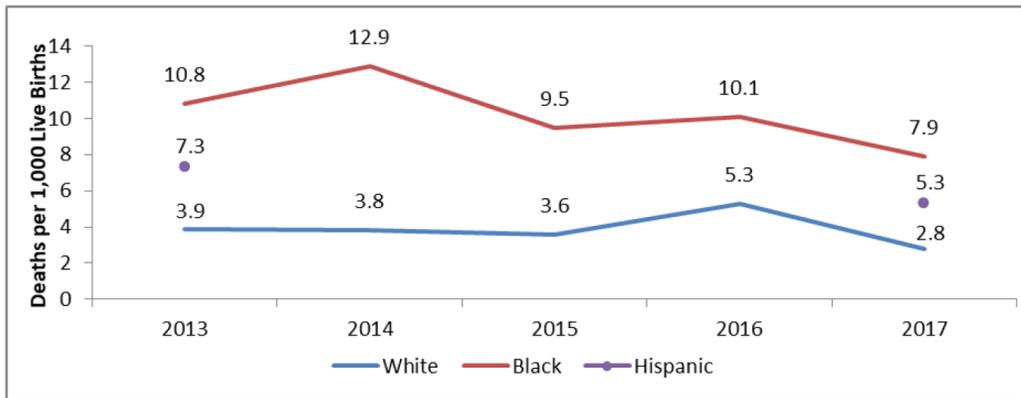
**Preterm Birth Rate by Race/Ethnicity
Anne Arundel County, 2012 vs. 2016**





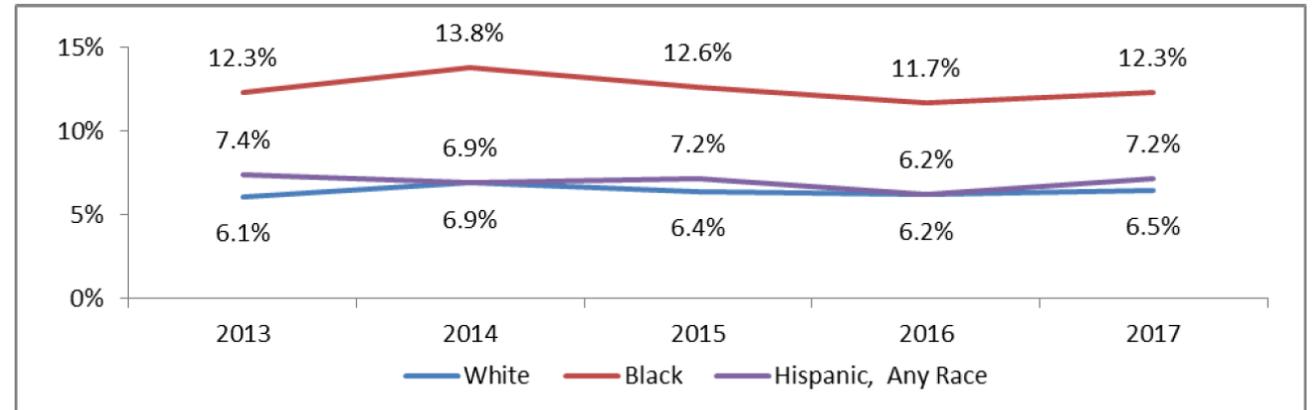
A Poor Start ...

Infant Mortality by Race/Ethnicity, Anne Arundel County, 2013-2017⁴



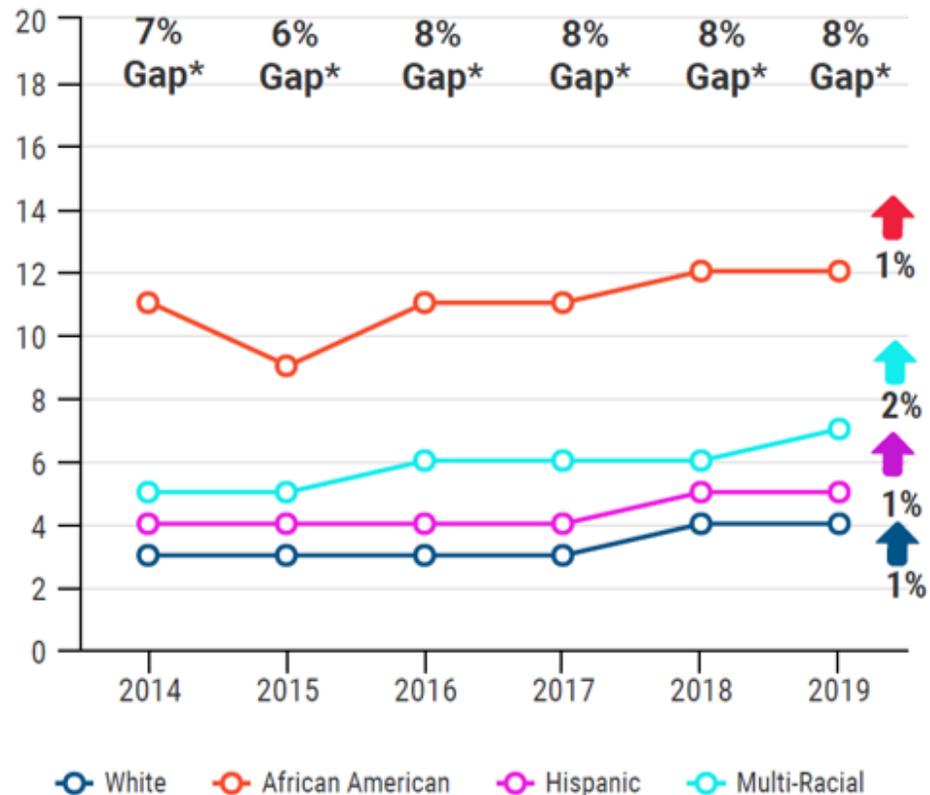
Data for Hispanic infants was suppressed for the years of 2014–2016 due to fewer than 5 deaths.

Percent of Low Birth Weight Infants by Race/Ethnicity, Anne Arundel County, 2013-2017⁴



Discipline Data

% of Students by Ethnicity Receiving Two or More Referrals (Range = 3 - 12%)

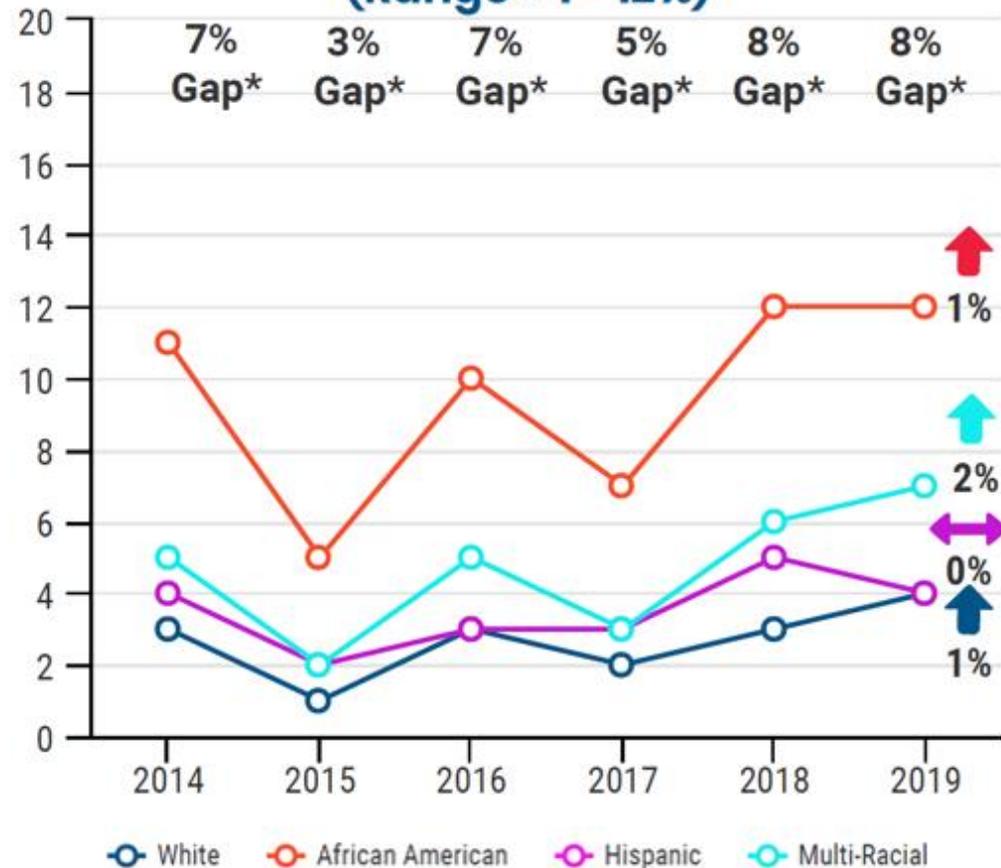


*Gap calculated between FARMS and all other students.

Discipline Data

% of Students Suspended by Ethnicity

(Range = 1 - 12%)

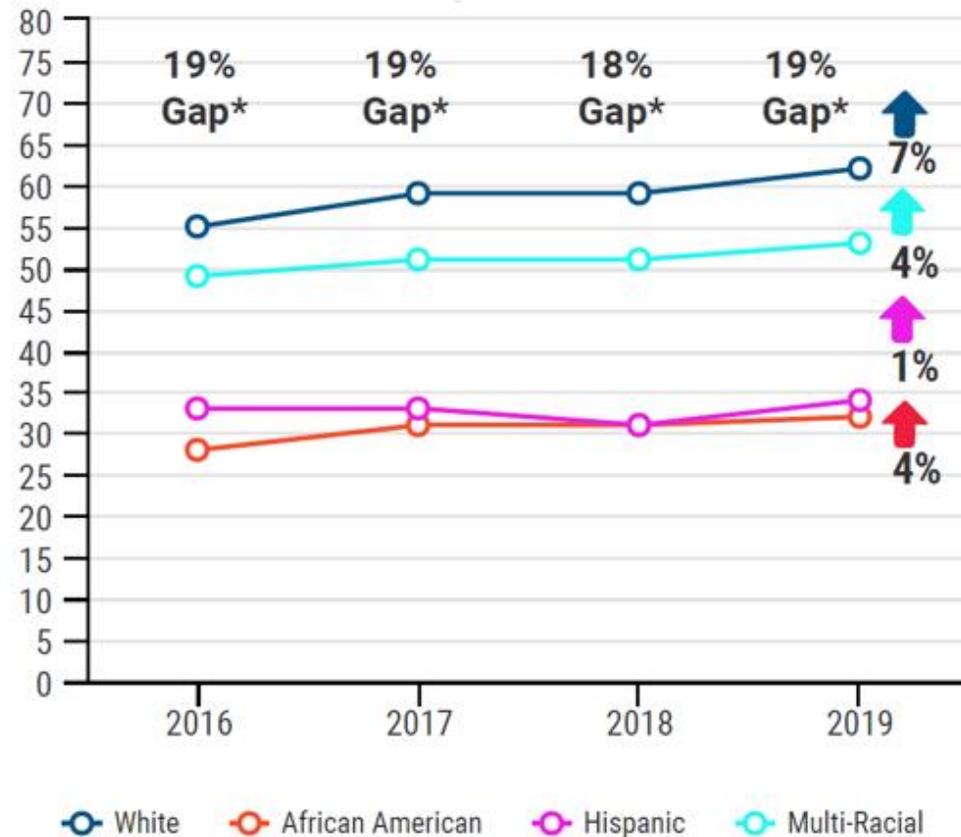


*Gap calculated between African American and all other students.

Academic: PARCC Data

PARCC results available beginning with the 2015-2016 school year.

% of Students Passing ELA by Ethnicity (Range = 31 - 62%)

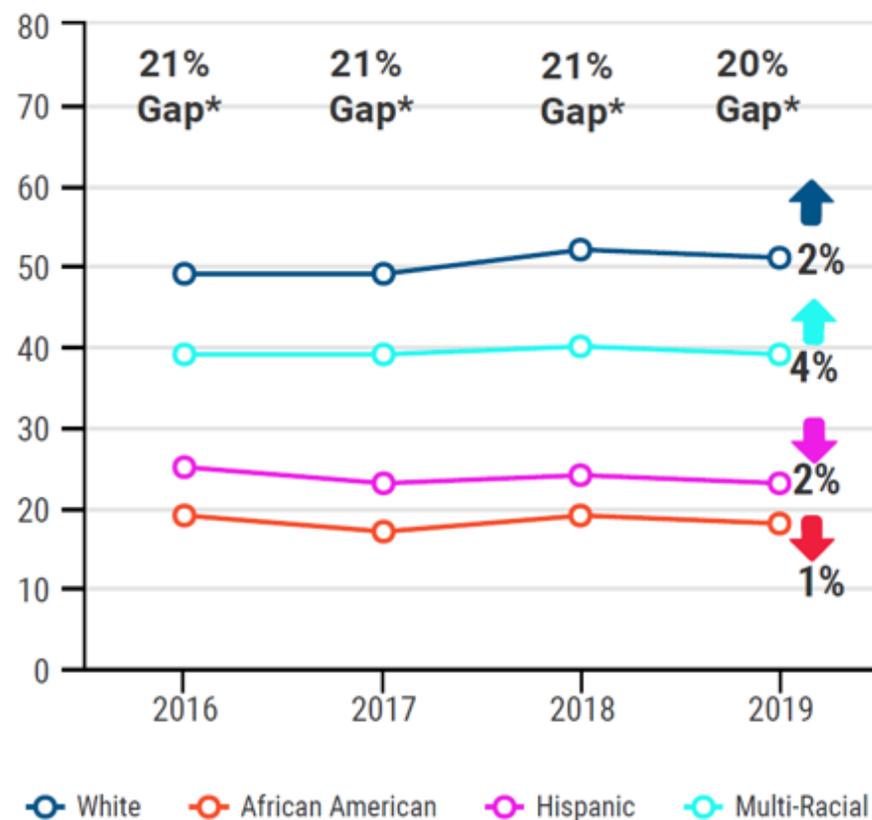


*Gap calculated between African American and all other students.

Academic: PARCC Data

PARCC results available beginning with the 2015-2016 school year.

% of Students Passing Math by Ethnicity (Range = 17 - 52%)

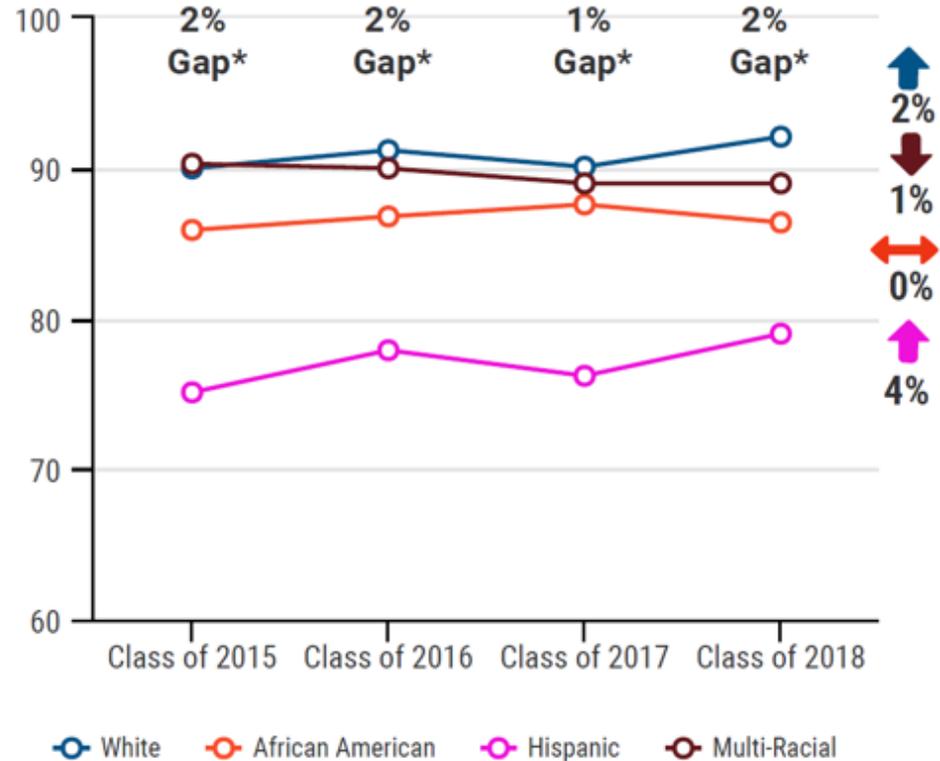


*Gap calculated between African American and all other students.

Graduation Rate

MSDE will release Class of 2019 data in early 2020.

% of Graduates in Four-Year Cohort by Ethnicity (Range = 75 - 92%)

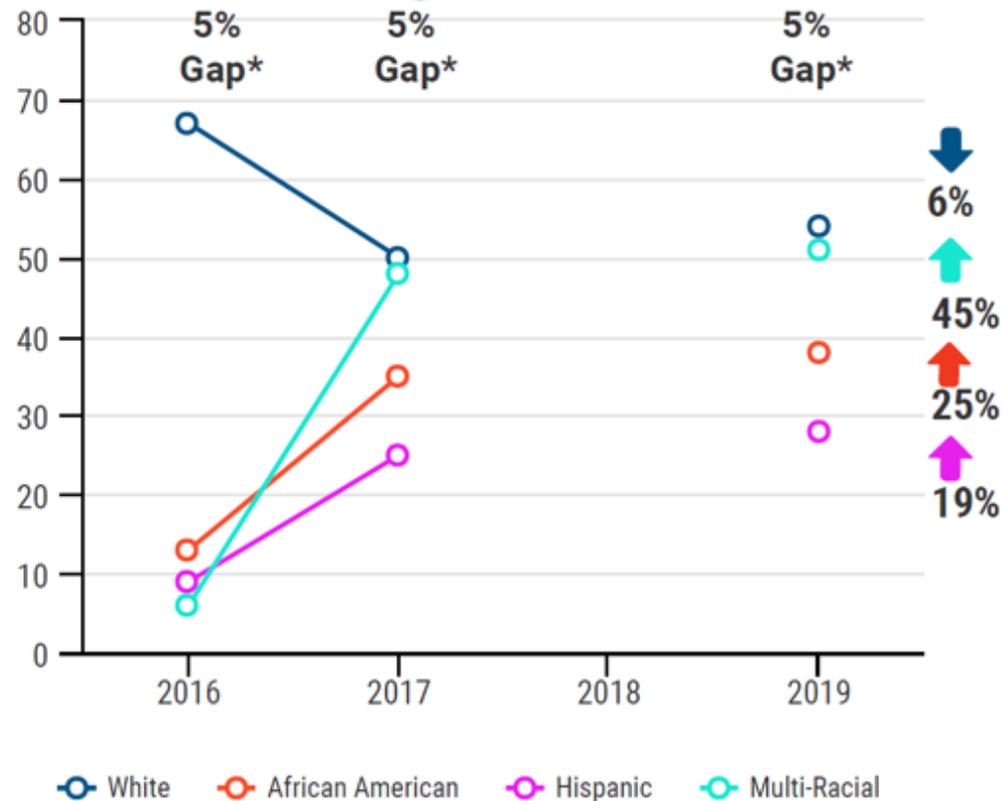


*Gap calculated between African American and all other students.

KRA: School Readiness

MSDE's Kindergarten Readiness Assessment results include a random sample of the total kindergarten population. AACPS Data unavailable for 2017-2018.

% of Kindergartners Demonstrating Readiness by Ethnicity
(Range = 6 - 67%)



*Gap calculated between African American and all other students.

History of Racial Disparities

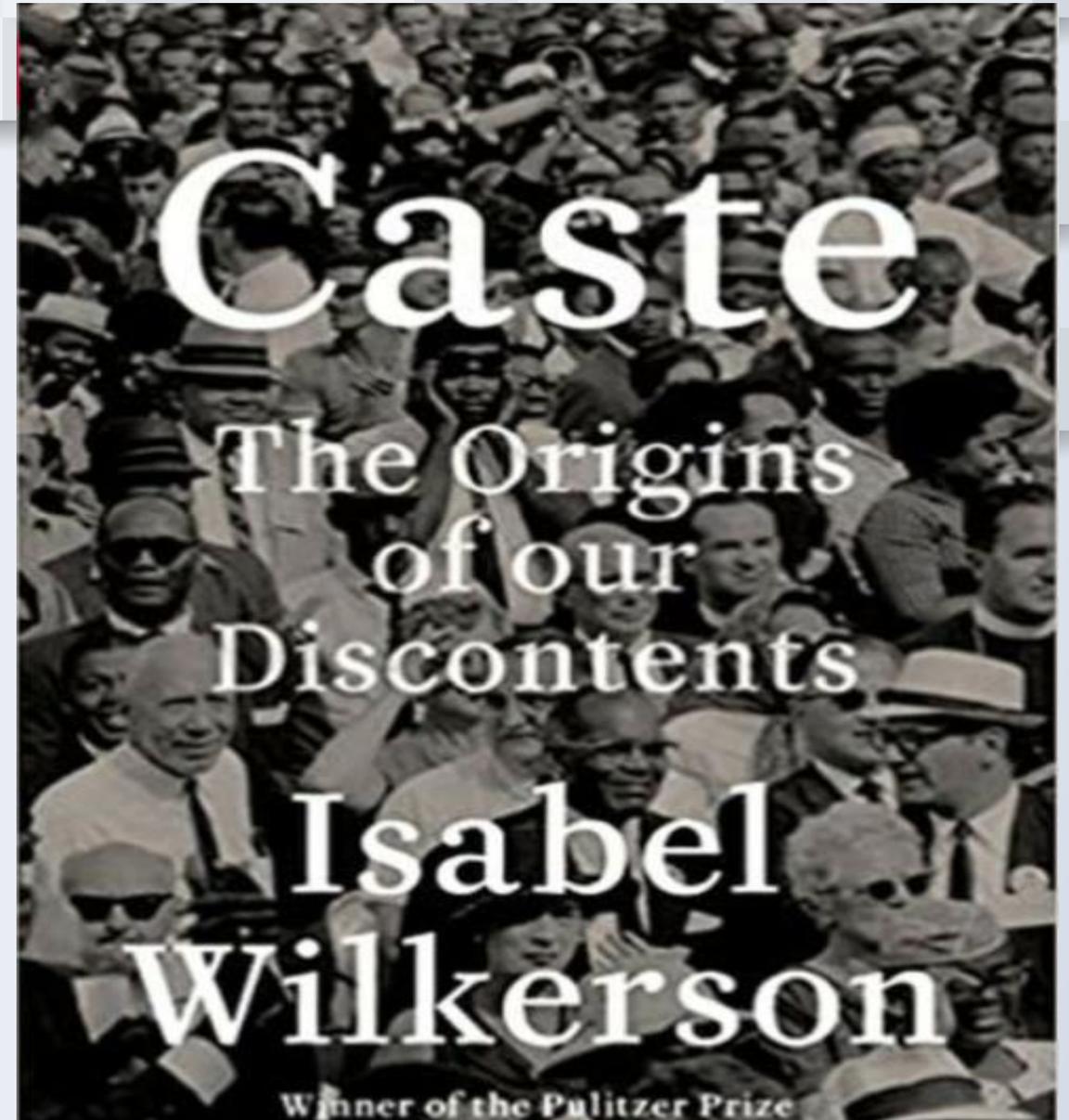
THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

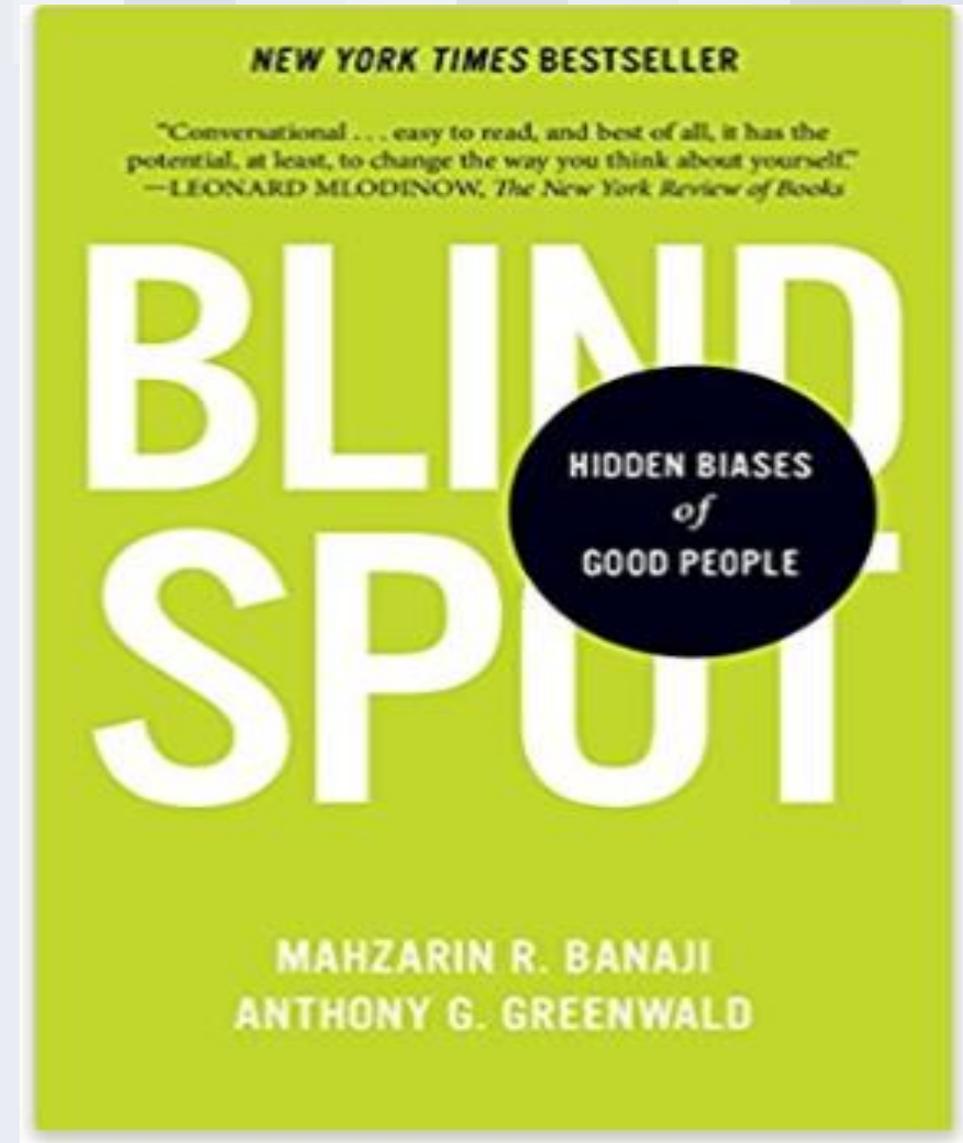
written by BAYARD LOVE AND DEENA HAYES-GREENE OF THE RACIAL EQUITY INSTITUTE

The metaphor is based on three observations: racial inequity looks the same across systems, socio-economic difference does not explain the racial inequity; and inequities are caused by systems, regardless of people's culture or behavior. Embracing these truths forces leaders to confront the reality that all our systems, institutions, and outcomes emanate from the racial hierarchy on which the United States was built. In other words, we have a "groundwater" problem, and we need "groundwater" solutions.

**...With an old house,
the work is never
done, and you don't
expect it to be.
America is an old
house. We can never
declare the work
over.**



Provide specific examples of implicit/unconscious bias in the classroom and describe approaches to addressing it



What is Implicit Bias?

Hidden biases are bits of knowledge about social groups. These bits of knowledge are stored in our brain because we encounter them so frequently in our cultural environments. Once lodged in our minds, hidden biases can influence our behavior toward members of particular social groups, but we remain oblivious to their influence.

Why does awareness of Implicit Bias matter?

Implicit bias matters because everyone possesses these unconscious associations, and implicit bias affects our decisions, behaviors, and interactions with others. Although implicit biases can be positive or negative, both can have harmful effects when they influence our decision-making.

Understanding implicit bias is also important because of its connection to structural inequity. A significant body of research has established that implicit bias can have broad negative impacts.

Consequences of Implicit Bias in the Classroom

- Excessive discipline
- Lower teacher expectations
- Over-critical grading procedures
- Lower graduation rates
- Lower expectation for advanced placement programs/classes
- Lower higher education outcomes

Mitigating Implicit Bias

We can overrule our mental habits and gut reactions. It's not inevitable these biases have to control our behavior.

Having biases doesn't make you a bad person—it only makes you human. Fortunately, our implicit biases are not permanent; they can be changed.

- Dr. Jennifer Raymond in Pederson (2015)

Implicit Association Test

The implicit association test enables us to reveal to ourselves the contents of hidden-bias blind spots

A tool for measuring implicit bias by measuring the amount of time it takes an individual to make an association between two concepts displayed as either words or images.

<https://implicit.harvard.edu/implicit/selectatest.html>

Age IAT

Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Presidents IAT

Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

Weapons IAT

Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Native IAT

Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Skin-tone IAT

Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Religion IAT

Religion ('Religions' IAT). This IAT requires some familiarity with religious terms from various world religions.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Disability IAT

Disability ('Disabled - Able' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Race IAT

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Arab-Muslim IAT

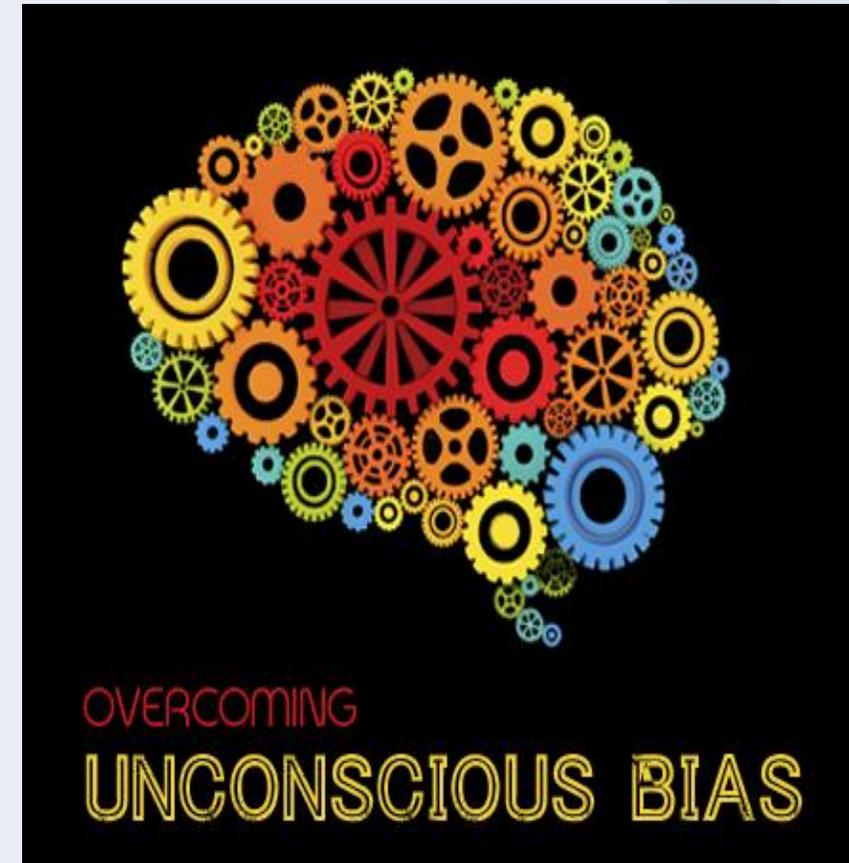
Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Sexuality IAT

Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

Mitigating Implicit Bias

- ❑ Self-Examination
- ❑ Widen your Lens
- ❑ Counter Stereotype Examples
- ❑ Hold ourselves accountable
- ❑ Anticipate bias



Self-Examination

Making the familiar strange by examining your own cultural identity. Culture is like the air we breathe, permeating all we do. The hardest culture to examine is often our own, because it shapes our actions in ways that seem invisible and normal. We must understand how our own cultural values shape our interactions with others.

Self-Examination

Create time and space to work through aspects of your culture by exploring:

- Where did you grow up – urban, suburban or rural community?
- What would you describe your family's economic status – middle class, upper class, working class or low income?
- What are some of your family traditions – holiday, foods, or rituals?
- What family stories are regularly told or referenced? What message do they communicate about core values?
- How were you trained to respond to different emotional displays – crying, anger, and happiness?
- As a child, did you call adults by their first name?

Reflection

- ❑ Why is self-examination critical for mitigating implicit bias?
- ❑ Are you willing to begin the journey of self-examination?



Widen your lens

- ❑ Letting in more alternative explanations for other's behaviors and social interactions that look different from our own.
- ❑ We all operate from a set of cultural frames of reference. The challenge is that if we routinely interpret other people's actions solely through our personal cultural frames, we run the risk of misinterpreting their actions.

Reflection

- ❑ Why is widening your lens critical for mitigating implicit bias?
- ❑ Are you willing to begin the journey of allowing for more alternative explanations?



Counter Stereotype Examples

Another proven way to counteract the power of unconscious bias is to replace negative associations with positive ones. Biases are built by repeated exposure to a particular message. Deliberately consuming counter narratives can help break down that automatic reflex.

Counter Stereotype Examples



Reflection

- ❑ Why is counter stereotype examples critical for mitigating implicit bias?
- ❑ Are you willing to begin the journey of deliberately consuming counter narratives ?



Hold ourselves accountable

Numbers keep us honest. Educators want to be effective with all students. Within this context, looking at student data (academic and discipline) provides an opportunity to shed light on two critical questions: Are we more effective with some groups of students than others? If so, what change in our practice will make us more effective with all students?

Reflection

- ❑ Why is holding ourselves accountable critical for mitigating implicit bias?
- ❑ What are other ways to hold ourselves accountable for mitigating implicit bias?



Anticipate bias



Anticipate bias and create systems to reduce it:

Making decisions collaboratively—about discipline, school policies, and family outreach strategies—provides the opportunity for others to point out our blind spots. When we work in isolation, it's hard to see what we don't see.

Reflection

- ❑ Why is anticipating bias critical for mitigating implicit bias?
- ❑ Are you willing to begin the journey of anticipating bias? What are immediate things you can do?



Learn about the ways in which Anne
Arundel County Public Schools are
focusing on Elevating ALL Students and
Eliminating ALL Gaps

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

EDUCATIONAL EQUITY

A. PURPOSE

To establish an educational equity policy to ensure that Anne Arundel County Public Schools (AACPS) has the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

B. ISSUE

The Board of Education of Anne Arundel County (Board) acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally and unintentionally created and continued to afford advantages to some student groups while perpetuating inequities for others. AACPS must take responsibility and action for dismantling, and actively repairing these inequities to ensure positive educational outcomes for all AACPS students.

The promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions based on the individual student's needs. The Board is committed to fulfilling this promise to all students and dismantling barriers to school-home partnerships.

Focusing on Elevating ALL Students and Eliminating ALL Gaps

- ❑ White Fragility Book Study – Executive Team, Building Administrators, School and Office Staff.
- ❑ Goal of Book Study - The primary goal is to recognize how the system of racism shapes our lives, how we uphold that system, and how we might interrupt it.

Focusing on Elevating ALL Students and Eliminating ALL Gaps

Equity focused professional development on the four early dismissal days:

Implicit Bias

Leading through an Equity Lens

Speaking up against prejudice Bias & stereotypes

Culturally Responsive Teaching & the Brain

Trauma Informed Practices

Anti-Racist Terminology

Focusing on Elevating ALL Students and Eliminating ALL Gaps

- ❑ Workforce Diversity Workgroup
- ❑ Project Unity – Social Justice Standards
- ❑ Community Building
- ❑ Social Emotional Learning
- ❑ Let's Talk Justice
- ❑ Focused School Improvement Plans

Focusing on Elevating ALL Students and Eliminating ALL Gaps

- ❑ Support with Curriculum Writing
- ❑ Policies/Guidelines: Bias Behavior and Language Policy & Transgender Guidelines
- ❑ Community Collaboration:
 - Eliminating the Opportunity Gap Workgroup
 - The Mental Health Task Force
 - Equity Advisory Council
 - Healthy Dialogues
 - Kindness Grows Here
 - Anne Arundel Community College

FOR ANY POLICY, PROGRAM, PRACTICE, DECISION, OR ACTION, CONSIDER THE FOLLOWING QUESTIONS

-  Who are the under-represented groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
-  Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
-  How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, decision, or action? Can you validate your assessments in #1 and #2, having considered this stakeholder reaction?
-  What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic, or managerial)?
-  How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

Were the outcomes met?

Review the history of racial disparities in the county and identify the steps necessary to begin to dismantle them.

Provide specific examples of implicit/unconscious bias in the classroom and describe approaches to addressing it.

Learn about the ways in which Anne Arundel County Public Schools are focusing on Elevating ALL Students and Eliminating ALL Gaps.

