

Free & Antiracist Minds | Education Scorecard

Free & Antiracist Minds (FAM) presents this scorecard as a path towards holding Fairfax County Public Schools (FCPS) accountable to support all stakeholders (students, faculty, administration, parents, and community) in all of their representative dimensions in its promise of creating results that are antiracist in policy and practice. Free & Antiracist Minds aspires to strengthen our mission and vision, which is grounded in social justice, by utilizing new ideas, new business practices, new policies and new partnerships. Our goal is to create a stronger and more sustainable community. Among others in our field, we intend to set an example for creating community-level and national impact. In the world, we strive to leverage the intersectional nature of our work and positively influence other institutions so that we can embrace a diverse society that is antiracist, abolitionist, and inclusive.

THE CASE FOR CHANGE

FCPS must live up to its responsibility as an organization to grow and meet the needs of our diverse world by changing the organization and changing practice, both with an anti-racist lens. We recognize that this antiracist work is not a destination, but a journey; by embarking on it, we express our willingness to continuously learn and grow. We are setting out to embed antiracist and abolitionist practices at every level of FCPS and declare these grades on the scorecards a starting point for further work. For students, we aim to create better outcomes and empower them to be the next generation of individuals who will have a level of conviction and commitment to ensure that the inequalities we experience today are no longer experienced. For communities, we desire to partner with all stakeholders, including families, community leaders, educators, policymakers, business leaders and faith-based organizations, to ensure we are creating a space that empowers their voices in this process to co-create a vision for a more just society.

HOW TO USE THIS SCORECARD

This scorecard comprises four sections where we highlight criteria that embody an antiracist and abolitionist system that should function within FCPS. Add your own grades and reasoning. Include examples from experiences and any other pertinent information. This can be done at the school or district level. Use this to drive learning, action, and change in our school system.

Updated on: January 2nd, 2022

Table of Contents

<u>Glossary</u>	Page 3
<u>Curriculum Scorecard</u>	Page 4
<u>Human Resources & Leadership Scorecard</u>	Page 5
<u>Discipline Scorecard</u>	Page 6
<u>Instruction Scorecard</u>	Page 7
<u>Blank Scorecard</u>	Page 8

GLOSSARY

Abolition/Abolish- Ending the prison industrial complex (prisons, surveillance, policing).

Antiracist- One who supports policies or actions that dismantle a system of institutionalized and legal control that empowers and benefits one racial group while oppressing and disadvantaging other racial groups.

Bias- A personal favoring of some ideas (or people) over others.

BIPOC- Black, Indigenous, People of Color. The term BIPOC recognizes that all POC face marginalization, especially POC from Black and Indigenous communities.

Racism- A system of legal and institutional control that benefits one racial group with power and privilege while disadvantaging another racial group or groups, regardless of individual actions or intentions.

Restorative Justice- A set of practices that aim to heal damage caused and restore a relationship.

SEL- Social Emotional Learning that advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

Spirit-murdering- “The denial of inclusion, protection, safety, nurturance, and acceptance because of fixed, yet fluid and moldable, structures of racism”

Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom (Love, 2013).

Transformative Justice- Addresses the root system of the harm so that the harm is no longer possible; a way of responding to violence and harm that does not cause more violence and harm.

Barnard Center for Research on Women (2020) *What is Transformative Justice* Retrieved from: https://www.youtube.com/watch?v=U-_BOFz5TXo

Translanguaging- “Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential”

García, Ofelia (2009). Education, multilingualism and translanguaging in the 21st century. In: Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalising the local*. New Delhi: Orient Blackswan, pp. 128-145

CURRICULUM SCORECARD

An anti-racist curriculum is grounded in the pursuit of BIPOC liberation, criticality, excellence, and joy. White supremacy is present in every facet of our curriculum, from the state-mandated standards, to the county-written resources, to the pedagogical approach to teaching and assessment. A liberatory curriculum includes facets of important educational perspectives including multicultural education, culturally-responsive pedagogy, and social justice education. Currently, the county is undergoing a review of some social studies curriculums and plans to continue reviewing social studies content in all grade levels, but does not have a timeline to do so. This is only minimal, and the county should review and rewrite curriculum in all subject matter and at all grade levels. Though the county had set forth a timeline and community input process towards creating an Anti-Bias, Anti-Racism Curriculum Policy, the draft that was set to be released in Summer of 2021 has not been shared or discussed in any School Board Meetings since May 2021.

	Criteria #1*	Criteria #2*	Criteria #3*	Criteria #4	Criteria #5	FINAL SCORE
	* Denotes criteria that can be used at the school level as well as at the district level.					
	Curriculum reflects BIPOC and their contributions, humanity, and joy. Intersectional narratives include and address issues of language, gender, sexuality, ability, and class among others. These narratives are not additive but centered in the curriculum of all subjects and all grade levels.	Curriculum is grounded in social justice and works to -help students expose sociopolitical context - Raise students' consciousness and ability to take action in response to systemic inequity in everyday social, environmental, economic, and political situations - Incorporate Critical Race Theory into curricular content - Support multilingualism and translanguaging	Curriculum is co-constructed with students to leverage their funds of knowledge, experiences, culture, language, and personal history. Curriculum and assessment are not constructed around - state and national standardized assessments.	All materials, assessments, and standards are independently examined for bias and white supremacy.	Adequate funding provides immediate examination and overhaul of all course curricula by practitioners and experts in antiracist, abolitionist, and social justice education.	
FCPS SCORE						
Reasoning						

HUMAN RESOURCES & LEADERSHIP SCORECARD

Free & Antiracist Minds stands for the dismantling and removal of hierarchies that promote white supremacy and inequities. FCPS’s current structure of superintendent, regional superintendent, principal, etc., lends itself to systems of control, limiting of community voice, and stagnation. We have the long term vision of decentralizing hierarchies and power in the county and individual school systems. We are in favor of more community-based schools, shared leadership, a school system run by students, families, and the community. The purpose of this is to create consensus-making structures where decisions are made as a community as opposed to top down. The best option is to have community-run schools, decentralizing power and reinvesting that power into students, teachers, and families.

Criteria #1*	Criteria #2	Criteria 3*	Criteria #4	Criteria #5	Criteria #6*	Criteria #7*	Criteria #8	Criteria #9	FINAL SCORE
* Denotes criteria that can be used at the school level as well as at the district level.									
The demographic of staff (all employees) is in direct proportion to demographics of the student population: a) School staff reflect student demographic of school b) Central office and non-school based personnel reflect student demographic of district	All staff, central office, and other personnel receive required quarterly professional development on dismantling white supremacy.	A district level policy exists that provides protections for employees who advocate for antiracist education.	FCPS conducts an annual independent audit of antiracist policy.	The district: -Conducts district-wide anonymous survey of all school district personnel about their perspective and understanding white supremacy and antiracist practices - The district publishes the results in multiple languages - Makes recommendations in order to support the learning in these areas for all personnel -The district enacts improvements that are responsive to the survey results	Community input in the hiring, advancement and retention of school-based staff and administrators is <i>reflective of the demographic</i> of schools and districts. <i>Reflective of the demographic</i> includes but is not limited to: -Race -Language -Economic status	Ensure facilities are resourced appropriately and equitably (both between schools and within schools).	FCPS school board and leadership use their influence with local and state decision makers to break down segregation in housing and transportation and promote affordable housing and economic development for all throughout the county, to ensure integrated school populations.	Leadership positions (like Superintendent) are removed and replaced with community-powered and consensus models of decision making.	
FCPS SCORE									
Reasoning									

DISCIPLINE SCORECARD

There are police officers placed at every middle and high school in Fairfax County Public Schools through a Memorandum of Agreement (MOU) between the Fairfax County Police Department and the School District. The Fairfax County Board of Supervisors allocates millions towards this program. FAM recognizes that this program and any collaboration between the police and school, creates racist outcomes for Black, Latinx, and Indigenous students. Beyond the scope of police, we also know that our schools have adopted policing measures without the police and these racist practices should also be abolished.

Schools should leverage liberatory practices rather than punitive measures to create harmonious classroom environments. An example of this is Abolitionist Socio-Emotional Learning (SEL). Abolitionist SEL is not an isolated lesson. It is a way of being that informs all aspects of teaching, learning, and relationship building with students, families, and communities. FCPS should integrate Abolitionist SEL rituals and routines that welcome the full range of emotions and provide tools to support students in processing and asking for support. Funding from the SRO program should go to the schools to strengthen these practices over disciplinary measures.

Criteria #1	Criteria #2*	Criteria #3*	Criteria #4*	Criteria #5*	Criteria #6*	Criteria #7*	FINAL SCORE
* Denotes criteria that can be used at the school level as well as at the district level.							
No relationships or agreements between FCPS and FCPD or other law enforcement. Police are not educators. Police are not administrators. The presence of police in school inherently criminalizes students. Official relationships between the school and the police force manifest in a direct school-to-prison pipeline for students. The presence of police in schools via the SRO program inherently criminalizes students	No students speak to police without a parent present. Regardless of the MOU, students should never be put in the position where they speak to a police officer on school grounds without a family member present.	Remove punitive disciplinary practices. Remove all punitive or disciplinary practices that spirit murder Black, Brown, and Indigenous children. Student discipline records are expunged, students in alternative schools are allowed to use their base school as their graduating school on their transcripts, and other discipline practices that limit the future of students are removed.	Schools Address their Own Policing and Stop Oppressive Practices. Policing occurs in schools even when the police are not present through racist policies and practices that oppress students of color. Educational policies and practices that mirror policing should be abolished. This includes dress codes, hair requirements, character education programs, limiting language, PBIS, and more.	Schools are held accountable. Schools take every measure possible to prevent the criminalization of students. However, if students are placed in criminal systems, schools will support those students emotionally, financially, and educationally.	Mental Health and Social Emotional Learning is valued over disciplinary measures. Abolitionist Social Emotional Learning is infused into staffing policies, curriculum, daily personal/classroom rituals, restorative justice circles (implemented with fidelity), and transformative justice practices. Mental health resources are available to students and multiple levels of mental health support are provided to students and staff before any disciplinary action.	The community is at the center of the work. FCPS pays teachers, parents and community members to develop and implement Abolitionist Social and Emotional Learning models.	
FCPS SCORE							
Reasoning							

INSTRUCTION SCORECARD

Teachers at FCPS have had minimal professional development on critical issues of race and equity in education. As of 2020, teachers received 6 mandated 1 hour-1.5 hour modules on Cultural Proficiency and Culturally Relevant Pedagogy in the past 5 years. Class size averages are currently 22.4 students at the elementary level, 24.6 for middle schools, and 25.6 for high schools. There are a variety of pedagogical approaches to instruction throughout the county. Additionally, students are tracked from an early age, in 2nd grade, into the Advanced Academic Level IV Program that leads to Honors, AP, and IB classes at the middle and high school level. The current FCPS policy creates parallel and racially, linguistically, and culturally segregated school systems from primary grades through graduation.

Criteria #1	Criteria #2	Criteria #3*	Criteria #4*	Criteria #5*	Criteria #6*	Criteria # 7*	Criteria #8*	FINAL SCORE
* Denotes criteria that can be used at the school level as well as at the district level.								
FCPS invests in ongoing critical professional development to support and deepen abolitionist teaching practices	Reduce maximum class sizes throughout FCPS, so that Black, Brown, and Indigenous children can thrive [Need to refine with research, examples.]	Challenging curriculum is implemented in every classroom for every student. This includes concept-based inquiry, constructivist pedagogy, project-based learning, etc. IB, AP, honors and academy courses available and encouraged for every student.	Students' cultural, socio-emotional, language, and literacy practices are honored.	Assessments are used to inform instruction. Assessments are culturally responsive, accessible, and used as a tool to measure growth. Students are given variety, choice, and opportunity to co-construct assessment.	Teaching standards and teacher evaluation measures grounded in pursuit of critical antiracist pedagogies.	The demographics of students participating in advanced high school curriculum, including AP and IB courses and TJHSST, will reflect the demographic make-up of the student population as a whole. Testing fees and fees for transcripts are removed.	FCPS will eliminate whole-group tracking of students into separate classrooms and center programs in elementary and middle schools based on advanced academic ability.	
FCPS SCORE								
Reasoning								

BLANK SCORECARD

Use this space to explore antiracist and abolitionist criterias that we might have missed.

	Criteria #1	Criteria #2	Criteria #3*	Criteria #4*	Criteria #5*	Criteria #6*	Criteria # 7*	Criteria #8*	FINAL SCORE
	* Denotes criteria that can be used at the school level as well as at the district level.								
FCPS SCORE									
Reasoning									