



## Family Council Feb 2025 QnA

Submitted by families & answered by ACPS, with notes from Family Council Officers.

We are tracking unanswered Qs here: [Open Qs 2024-25](#).

### Instruction

- **Q1 – Elementary Foreign Language [Greer]** – Why is foreign language included as part of the curriculum of some elementary schools but not at others? For example, Greer, Agnor Hurt, & Woodbrook do not offer it. However, Stony Point, Ivy, Murray, Crozet, Broadus Wood, Mountain View, etc., do offer it as part of the curriculum. It seems like the Title 1 and more diverse elementary schools in the county are the ones that do not offer foreign language which is not fair AND does not allow students the same opportunities for learning. Early exposure to foreign language is SO important. What opportunities exist to allow students in ANY elementary grade level, for example, kindergarten at Greer, to take foreign language, when it's not part of the school curriculum?

**Officer Note** – The latest information about Foreign Language in Elementary School in ACPS was that a program evaluation was completed in Spring 2024. Family Council was provided a [PPT](#) by Lauren MacLean, but we are unclear if this can or should be shared publicly, and whether there is new information.

*The FLES program had a planned expansion to all elementary schools that was paused during the pandemic; it is currently offered at Broadus Wood, Ivy, Murray and Crozet, and was previously offered at Woodbrook, where it was discontinued this year due to staffing, and was originated at Mountain View, where it was subsumed in the dual language program this year, providing students with more literacy instruction in the target language (Spanish.)*

*Unfortunately, we recently learned the FLES program has been reduced and will not be funded for the 2025-26 school year (this does not impact the dual language program at MVES.) We continue to recognize the immense benefits of multilingualism, and are committed to continuing to support staff in understanding how to utilize translanguaging pedagogy in their classrooms (including at Greer, where multiple staff completed training on this in the fall as part of an ESOL endorsement cohort) in the absence of formal world language programming, so students benefit from the rich linguistic diversity of their school community. We also continue to work to provide high-quality world language instruction in our secondary schools.*

- **Q2 – Teacher Training on Behavior Management** [Follow-up on Jan Meeting] – What training do ACPS classroom teachers receive on behavior management? To what extent is this training required vs. optional, and if required what % of educators have completed? Note that we are interested in K-12.

Elementary teachers are expected to be trained in Responsive Classroom Teaching and all middle school teachers and high school freshman seminar teachers at this time, are asked to become trained in Developmental Designs.

- **Q3 – Teacher Training on Differentiation** [Follow-up on Jan Meeting] – What training do ACPS classroom teachers receive on effectively differentiating instruction based on individual student needs, including both academic levels and non-academic factors? To what extent is this training required vs. optional, and if required what % of educators have completed? Note that we are interested in K-12.

Differentiation is an instructional philosophy or framework that lies at the intersection of a teacher's technical expertise and adaptive expertise. Technical expertise refers to a teacher's ability to understand and implement curricular resources and instructional strategies in alignment with best practice. Adaptive expertise refers to a teacher's ability to make instructional decisions based on feedback and data during instructional delivery. Adaptive expertise is a complex skill and requires teachers to engage in job-embedded sustained professional development. We use professional learning communities, instructional coaching, and school-based professional learning to support a teacher's adaptive expertise. Development of technical expertise is provided through more traditional professional learning opportunities around the implementation of curricular resources and programs, ie. HMH Into Reading, Lexia, Responsive Classroom, Developmental Designs, etc. This type of professional learning often happens in more traditional formats such as workshops, sessions, and direct instruction.

Participation rates are currently tracked for division-wide required professional learning - Responsive Classroom, Culturally Responsive Education, Developmental Designs, and VLA Compliance.

We do track coaching interactions as well.

## Office of Community Engagement

- **Q5 – Identity-Related Harassment** [Officers] – Does ACPS track the number of incidents by school? We note that ACPS used to report “Incidents of Discrimination” in the annual [discipline/safety report](#), including “gender”, “ethnicity” and “other” with both total numbers of incidents and schools. Students are reporting increase in incidents (e.g., [school board statement](#)), but the state SBAR codes only require “racial slurs” and potential Title IX incidents which doesn’t capture all “protected classes” (ACPS school board policy [JB: Equal Educational Opportunities](#) and [AC: Nondiscrimination](#)) including discrimination based on race, religion & sexual orientation (reported by Office of Civil Rights) and other characteristics.

*The Title IX Office is required by law to track case data for reported cases of sexual harassment and is currently able to determine numbers of reported incidents per school due to low numbers of cases. This data is not regularly reported either internally or externally. While a recently issued Executive Order and communication (“Dear Colleague Letter”) from the Department of Education Office of Civil Rights make it unclear if discrimination on the basis of gender identity is cognizable under Title IX, this same database would be used to track identity-related harassment of a sexual nature.*

*You mention the Student Behavior Administrative Response (SBAR) code for slurs. That code actually encompasses slurs based on actual or perceived membership in any number of groups to include gender identity and sexual orientation. This can be reported by school, but can not be separated by protected classes. This information is still used in an annual report released at the end of the year.*

## Strategic Planning

- **Q6 – Free and Reduced Lunch** [Officers] – According to the Fall 2024 enrollment data on VDOE website, ACPS has multiple schools whose population of “economically disadvantaged” students has fallen below 40% as of Fall 2024. They include: Mountain View, Red Hill, Scottsville, Agnor. Will these schools no longer qualify for Title I funding next year? Will families at these schools no longer qualify for the “Community Eligibility Provision” allowing all students to receive free breakfast & lunch?

*Schools who qualify for CEP, do so under a different formula. It includes a multiplier based on the assumption that not all families fill out FRL paperwork if the school is CEP eligible. It’s based on direct benefits of the community in other government social programs. Calculations for next school year are ongoing into the Spring, but these schools are expected to continue to be CEP and Title I eligible.*

## Human Resources

- **Q7 – Climate Survey** [Crozet; submitted Nov 2024] – When was the last time the county conducted an independent climate survey for their staff to get a read on teacher morale and potential issues that aren't being addressed?

**Officer Note** – We agree with this family member's concern about teachers! We are aware of two annual staff-focused climate surveys: [Virginia School Survey of Climate and Working Conditions](#), and HR-led [Employee Gallup Survey](#) plus stay interviews & exit interviews.

*The family council officer note is correct. These are the two climate/working conditions surveys that we use on a regular basis. The Virginia Working Conditions survey is given on alternating years to elementary and secondary staff. The Gallup survey is given annually.*